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ABSTRACT

This manual was used to train observers for the Junior High Classroom Organization Study, a research project developed to delineate specific effective teacher behaviors. During the training sessions, the following topics were discussed: 1) preliminary results from a previously conducted Third-Grade Classroom Organization Study; 2) concepts and terms used in the study; 3) techniques for writing narratives; 4) procedures for noting time intervals; 5) use of the student engagement rate, time log, and component rating forms; 6) procedures for handing in materials; and 7) how to be an unobstrusive observer. Samples of all data collection instruments are included in the manual. (JD)

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Junior High Classroom Organization Study

Observer Training Manual

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Classroom Organization
and Effective Teaching Project

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R&D Report No. 6102

January, 1980

The Research and Development Center for Teacher Education
The University of Texas at Austin

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TIME LINE FOR
THE JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

Spring, 1978	Contact made with principals of 9 of the 11 Austin junior high schools. Meetings were held with the English and math faculty members to discuss the project and secure volunteers.
Mid-August, 1978	Two other junior high principals contacted and faculties met with to obtain volunteers.
August 21-25, 1978	Observer Training at the R&D Center, lasting about 25 hours over a five-day period.
August 28, 1978	First day of school. Eighteen observers in one class each of 53 teachers (25 English and 26 math) in 11 junior high schools.
August 28, 1978- September 15, 1978	First three weeks of school. Fifty-three teachers, two classes each, seen by 19 observers for a total of over 575 observation hours, or approximately 11 observations per teacher.
September 25, 1978- May 1, 1979	Fifty-one teachers, two classes each, seen approximately every three weeks by one of five regular observers for a total of over 850 observation hours or approximately 17 observations per teacher.
April 9-27, 1979	Students in observed classes given the Student Rating of Teacher form to fill out during the last regularly scheduled observation of the class.
May 1-18, 1979	Students in observed classes given the COET-developed curriculum-based achievement tests in English and math.
May, 1979	Teachers were interviewed and they filled out a questionnaire concerning organization and management techniques, planning and beliefs about the task of teaching.

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Observer Selection and Training

Nineteen observers participated in the original phase of data collection. Most of the observers were selected from a list of graduate students in the Educational Psychology and Curriculum and Instruction departments at the University of Texas at Austin. One of the requirements for selection was that they have classroom teaching experience. Some of the observers were former teachers recruited into the project, some had been observers in the previous year's third-grade classroom organization study, and others were R&D Center staff members. All observers underwent a week's training which emphasized the nature of junior high classrooms and the types of teacher and student behaviors which were important to note.

Training began a week before the beginning of school. Observers met with R&D staff members for approximately 25 hours of training. During the training sessions, the following topics were discussed: preliminary results from the Third-Grade Classroom Organization Study, concepts and terms used in the study, techniques for writing narratives, procedures for noting time intervals, use of the forms (Student Engagement Rating, Time Log, and Component Rating), procedures for handing in materials, and how to be an unobtrusive observer. Each of the forms was explained in detail and its use was practiced, using videotaped observations of junior high or upper level elementary classrooms. These videotapes also were used for practice in writing narratives. The practice forms were checked by staff members, usually overnight, and feedback was given to observers during the next session. Copies of appropriately-completed forms were provided the observers so that they could compare their own forms with what was expected of them. Observer practice forms were used to check reliability also. Ample opportunity was given for answering questions and open-ended

discussions were held to be sure that observers felt comfortable with the forms and understood the rationale for using them.

Among the materials provided the observers was a notebook for use during the observations. It contained all the materials observers would need for conducting and completing their observations. The notebook was divided into five parts: narratives, time logs, students engagement ratings, component ratings, and miscellaneous. Each of the first four sections included a set of guidelines, a sample filled-in form and blank copies of the form. Observers were instructed that additional copies of each form could be obtained as needed. Each form had a standardized ID field.

The miscellaneous section included a map of the city with the locations of the junior high schools marked and instructions on how to get to each one, general guidelines for the observers, a list of standard terms used in the study, a list of teachers, observers and code numbers, and other bookkeeping items such as mileage forms. Observers were also provided a tape recorder and blank tapes for recording the narratives. At the end of the training sessions, observers were given their schedules for the following weeks.

Junior High Classroom Organization Study

Observer Training Manual

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INTRODUCTION TO THE STUDY

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION
AUSTIN, TEXAS 78712

Research and Development Center
for Teacher Education
Education Annex 2.144

August 15, 1978

Dear Observer,

We are pleased that you will be participating in the Junior High Classroom Organization Study. We would like to describe briefly what we hope to achieve in this project.

We will be sitting in on a number of junior high English and math classrooms throughout the school year in order to observe different types of classroom organization. We are interested in seeing how Austin teachers organize their classrooms and manage a variety of aspects of their instruction. With the information gathered directly from classrooms, we plan to formulate specific suggestions and advice on classroom organization which will be of practical help to other teachers, school district personnel, and teacher educators. In other words, we would like to see the Junior High Classroom Organization Study complete the full circle from classrooms like the ones you will observe back to many other classrooms.

What is the background of the Junior High Classroom Organization Study?

The study is a cooperative venture between the School District and the R&D Center for Teacher Education. The District has become increasingly concerned with the amount of real "learning time" available to Austin classrooms, and many individuals have become interested in how different teachers cope with outside constraints and other organizational problems to provide the greatest amount of teaching and learning activity. These concerns are shared by our Center and reflected in its long-range mission, which involves "developing principles and alternative strategies which different teachers can employ to maximize their impact on child learning. . .and in identifying the contextual factors in school and community which can inhibit or be organized to support teaching and learning."

Throughout this past year we have been pleased that so many administrators, principals, coordinators, and teacher-consultants have expressed enthusiasm for our study. Many teachers have been willing to have us observe in their junior high classrooms. Since we at the Center have always felt strongly about the necessity for teachers and researchers to work together for the improvement of the classroom process, we are looking forward to working with these teachers in the Junior High Classroom Organization Study. You, as the observer, will be a critical link between the individual classroom and the Center.

What is the focus of the Junior High Classroom Organization Study?

The study will look at various ways in which teachers organize their classrooms at the beginning of the year and how they maintain their organization throughout the school year. Because of this focus we plan to undertake what we call "naturalistic classroom observation," which means that you as an observer will sit in classrooms for certain periods as quietly and unobtrusively as possible. You will observing very intensively during the first three weeks of school.

The study will involve 50 junior high teachers (two classes each) in Austin. We will concentrate on several areas of classroom organization: for example, how does a teacher exhibit leadership in controlling classroom behavior in instructional matters? How does a teacher meet student concerns? How does the room arrangement facilitate organization? What are the constraints on the teacher? We are also interested in the personal characteristics of a teacher: What is her style of teaching and is she consistent in continuing this style? Are there students in the classroom who stand out, who require or receive extra attention for either behavioral or academic reasons? If so, who are they and how does the teacher handle them?

The study will analyze the information obtained from the classrooms you observe in terms of specific teaching and organizational techniques which are seen as desirable trends. We believe that this information will be helpful to new teachers in the AISD or teachers who desire some specific suggestions on ways of improving their classroom organization.

What will be my responsibilities as an observer?

Your first responsibility as an observer for the Junior High Classroom Organization Study will be to attend a series of Observer Training Sessions at the R&D Center during the week before AISD schools start. These training

sessions will consist of such topics as logistics, unobtrusive and efficient observation, familiarization with the general principles of the study and with the various data sources to be used, practice in coding with the Narrative Guide Sheet and other more quantitative instruments such as the Component Rating Checklist, and an idea exchange from individuals who participated in the Third-grade Classroom Organization Study.

Once you have become sufficiently familiar with both the data-gathering instruments and the techniques of the "invisible observer," your next major responsibility is intensive classroom observation during the first three weeks of school. That is, you will be sitting in the classroom looking both at the overall "feel" of the room and at very specific, concrete indications of how efficiently the teacher manages the instructional elements in the classroom. You will be writing a guided narrative record while you are observing; you will also be jotting down other information in the form of checklists and tallies. When you return to the Center you will be taping your narratives and addressing specific areas of concern. This out-of-class analysis will ensure some uniformity of information despite differences in your own style or differences among teachers you observe.

The schedule for observer training and a map of the location for the training are enclosed for your information. We plan to begin the training promptly at 9:00 a.m. on Monday, August 21, 1978 in Room F-17 at the R&D Center for Teacher Education. We will have coffee and doughnuts available at 8:30 prior to the first session. If you have any questions, please contact Barbara Clements at 471-1283 until 2:30 p.m., or at home at 926-2981 after 3:00 p.m. We are looking forward to seeing you on the 21st.

Sincerely,

Ed Emmer
Project Field Coordinator

/bja
Encls

Observer Training Schedule

August 21, 1978
Monday/9-12

Introduction to the study
Discussion of 3rd grade study and what has come of it
Concepts and terms used in study

Monday/1:30-3:30

Writing narratives
Noting time intervals
(Homework) Reading 3rd grade samples

August 22, 1978
Tuesday/9-12

Discussion of good vs. bad samples
Give sample--observers critique
15 minute videotape--practice

Tuesday/1:30-3:30

Feedback on tape with discussion
15 minute videotape--practice

August 23, 1978
Wednesday/9-12

Feedback on tape with discussion
Student Engagement Ratings
Time Log

Wednesday/1:30-3:30

30 minute videotape--using SERs
Handout sample from the tape--discuss
Practice Time Log and hand in (for reliability

August 24, 1978
Thursday/9-12

Feedback on tapes and time log
Emmer Component Ratings

Thursday/1:30-3:30

30 minute videotape--SERs
Practice Component Ratings (for reliability)

August 25, 1978
Friday/9-12

Procedures for handing in
Checking out tape recorders and supplies
Unobtrusive observer
Scheduling
Question and answer

GUIDELINES FOR CODERS

The following list of dos, don'ts, and suggestions are intended to prevent problems from arising. Some of them deal with our own office management and some of them deal with our being in the schools. Please read these carefully and talk about any confusing points at the group meetings. If these items weren't important, we wouldn't be making a big deal out of them, and we are making a big deal. So please take these seriously!

1. On your first occasion to observe a teacher, introduce yourself and say you are the observer from the R&D Center for Teacher Education.
2. Arrive for 1st period at 8:25; for any other classes, arrive before the beginning of that period. There is a 5-minute break between classes. Schedules will be provided.
3. Phone this office (471-1283---Barbara Clements or Betty Ancheta) by 8:15 if you will not be able to observe so that we can call the school office and get a message to the teacher. If something comes up during the day, call us as soon as you can.
4. Take notes and complete forms in ink or ball-point pen.
5. Be sure to fill in ID information at the top of the forms. Be sure SER information is complete and that the numbers add up.
6. Tape all narratives and put ID information on each tape. Make the tape as soon as possible after the observation.
7. When you have finished coding, clip together and place in the accordion files on the table in the pit the following:

a) rough draft of narrative

b) Student Engagement Ratings

c) Time Log

d) Component Ratings

Turn in completed narrative tapes to Betty Ancheta.

8. Schedules will be arranged every week by a team leader and can be picked up from Betty. Please check every Thursday. If you have a special request to change your schedule, let your team leader know on Wednesday of the week before or as soon as possible.
9. Keep your coding manual available. If you run into a problem on how to code a behavior, make a note to yourself and look it up in the manual later. If it's not covered there, then ask Barbara, Ed, or Carolyn as soon as you can. The accuracy of the data is, of course, very important. This is a way to assure the best data we can get.
10. In your coding, remember to always be as inconspicuous as possible. Try not to crane your neck, stand up to look at someone more closely, or to follow a student around the room.
11. Try not to respond to the students in any but a perfunctory way. Don't make friends with them. If they try to talk to you, don't do anything to encourage them. Hopefully, they will learn to leave you alone if you ignore them.
12. Avoid leaving the classroom prior to the bell for the next class.
13. You should try to learn the names of the students you are observing. You will be provided with a seating chart to fill in and this will be discussed in more detail in the group meetings. Please don't

discuss a particular teacher or student with anyone. This is a particular concern of the principals and teachers. We must keep our promise of confidentiality to these people and to the AISD.

14. DRESS: Being inconspicuous means dressing in such a way that we fit into the background. This may mean not wearing R&D clothes to code in. It also means imposing some "sexist" restrictions. GUYS: jeans are okay, but they must be clean and neat. GIRLS: jeans are not okay. Nice slacks are. It would be a good idea to wear a bra while in the schools. Sandals are okay. The best rule of thumb is to dress neatly and conservatively in a way that won't draw attention to you from either kids or teachers/principals.
15. The teachers have been told that you are experienced teachers who have been trained to use the coding system. This is just to let you know how the teachers were prepared to allay their anxieties.
16. Part of being as inconspicuous as possible is talking as little as possible with the teacher and other observers. Generally speaking, try to remain involved and occupied with your coding.

CONCEPTS AND TERMS USED IN THE JUNIOR HIGH
CLASSROOM ORGANIZATION STUDY

On-task and off-task behaviors. On-task is another way of saying "doing what you are supposed to be doing;" off-task is another way of saying "doing what you are not supposed to be doing" or "not doing what you are supposed to be doing." For example, if a student is working quietly at his desk on an assignment, or if he is turning in an assignment at the teacher's desk, he is on-task. On the other hand, if a student is talking to his neighbor while the teacher is explaining an assignment, or if the teacher has instructed the students to take out paper and pencils, and a student is reading a book, he is off-task. The key to this concept is what would the teacher consider acceptable behavior.

Procedures. Procedures include any routine established by the teacher for the class to facilitate any activity that must be accomplished as part of the class period, but which is not directly related to performing academic tasks. A procedure is a set of guidelines about how to do something that has to be done on a regular basis. The most important characteristic of a procedure is that it has been planned and presented to the class as a way of doing something. Procedures may include getting pencils sharpened, paper and books distributed, getting the students' work turned in, etc.

Rules. Rules are similar to procedures in that they are established agreements about behavior in the classroom, but they are more often definitions of what not to do, and they are not formed in response to necessary daily routines, as are procedures. Rules may include: when talking is allowed, when it is appropriate and inappropriate to move around the classroom, no fighting, no chewing gum, etc.

Transitions. Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room.

Interruptions. In this study, interruptions are defined as events which

distract the teacher and force his or her attention (and often also the class's attention) on some unplanned event. This might include a messenger coming into the room from the office, an announcement over the loudspeaker, a fire drill, a fight in the room between two students, or a student getting sick and being sent to the office.

Dead Time. This is an interval of time in which the student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an activity.

Signals. A teacher will use a variety of signals during the class period. In elementary school classes a teacher may ring a bell or flash the lights. In secondary school a teacher may signal by raising her voice, snapping her fingers, or with statements such as "Class, give me your attention," or "All eyes on the board." The teacher may also use posture, movement, or eye contact as signals.

Expectations. This word is becoming increasingly common in psychological jargon. The teacher communicates her expectations of student behavior in various ways. Explicitly, she tells them what to do and what not to do. Implicitly, a teacher communicates expectations when she says one thing and does another (e.g., the teacher tells a student to stop talking. He continues. After three times, she gives up. The student learns that if he persists, he can have his way. He learns that her expectations are not really for him to cease talking.)

Credibility. This term follows expectations. When the teacher says to stop something, does she really mean it, or is she just threatening? When she says, "I'm going to keep you all after school," can she do it (can she really keep kids who ride the bus after school?) and will she do it (or is it a bluff?)? Credibility is whether the students believe what the teacher says.

Follow-through and Consequences. The teacher says that the consequence of misbehavior is staying in after school; the follow-through is when she does it. Her credibility will be doubted if she threatens, but does not follow-through with the consequences for misbehavior.

Testing of Limits. A student tests a teacher when he gets up to go to the pencil sharpener just after the teacher has said, "Everyone in their seats." Different students test for different reasons: some to get attention, some to get information, others might do it because they are unclear about where they stand in relation to the teacher.

Critical Incident. This is an occasion in which the teacher is challenged or looked to for a decision which will set the precedent for future similar occurences. An example of this is when a student fails to hand in his homework. What the teacher says or does, how s/he says or does it, with what degree of confidence s/he says or does it, and the effect on the other students all make up parts of a critical incident.

Feedback. At the beginning of school, the classroom is literally a place where strangers are getting to know each other. The teacher is the most influential single individual in that group. She gives constant feedback concerning behaviors consciously and unconsciously. When a student attempts to call out an answer instead of raising his hand, the teacher's feedback to that behavior ("Tom, please raise your hand," or ignoring students who are calling out and recognizing those raising their hands) will establish a precedent for similar situations in the future. Feedback can also be instructional. Notes and grades on papers which have been handed in serve as feedback as well as compliments which the teacher gives a student after he has answered a question correctly or brought up an interesting point.

Monitoring. Surveillance. Watchfulness. Being the hawk-eye. Knowing as much as possible about what is happening in the classroom at all times. A teacher monitors students' work when she circulates around the room, checking papers, redirecting the misguided, encouraging appropriate behavior.

Traffic. Classrooms have traffic patterns just as cities do. The location of the pencil sharpener, the box for turning in homework, and the bookshelves are areas of the room which must be considered in room arrangement. A bit of forethought and planning, along with the arrangement of desks and other equipment, can prevent these places from becoming competitors with the teacher. Desks can be arranged differently for different reasons during the year, and should be used to the teacher's advantage.

NARRATIVES

GUIDELINES FOR WRITING NARRATIVES
IN THE JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

In writing narratives, these eight major points should be addressed:

1. Leadership in controlling classroom behavior
2. Instructional leadership
3. Instructional systems in operation
4. Student concerns
5. Physical arrangement of the room
6. Constraints on the teacher
7. Personal characteristics of the teacher
8. Visible students

Each point is discussed below with some specific topics that should be considered.

1. Leadership in controlling classroom behavior

Teachers who exhibit leadership in this area apparently accept the major responsibility for getting students engaged in learning activities, and for maintaining appropriate student behavior. This is exemplified by their efforts to define appropriate behavior for the students and to remind them about it when necessary. The teacher makes sure that the student behaves appropriately. The following questions help determine the nature of a teacher's leadership in this area:

A. What are his/her expectations for behavior? Were they formed in advance, as evidenced by the activities of the first few days? That is, did the teacher present important rules and procedures before problems arose? Were there any important rules and procedures that could have been (should have been) covered but were not (e.g., bathroom, water, pencil sharpener, supplies, traffic to materials, attention-getting--both by the teacher and by the students)?

B. Were the expectations clear? That is, when the teacher presented expectations (whether as rules, procedures, or corrections), was it clear to the students what they were to do? Did the teacher break down complex procedures to the students' level of understanding (e.g., did they "walk through them" for practice, did the teacher spend enough time talking about the rationale for the rule, did s/he use terms familiar to the students? When students misbehave, are the corrections specific about what the student should be doing instead of the misbehavior? What does the teacher do to help the students remember the rules (e.g., practice, posting, frequent reminders and review)?

C. What are the consequences of appropriate and inappropriate behavior in this class? Are they clear to the students? Does the teacher see misbehavior when it occurs through accurate and regular monitoring? When s/he sees, does the teacher react in a predictable manner? What is the typical punishment or response to misbehavior in the class, and how serious is it to the students? When the teacher corrects a student, does s/he follow through to see that the appropriate behavior begins? How does the teacher note good behavior? Does the teacher use public praise and if so, under what conditions? What signals or cues does the teacher use to elicit appropriate behavior? Are there signals for inappropriate behavior?

D. How is the <u>Unexpected</u> dealt with in this class? Does the teacher's handling of the out-of-the-ordinary reflect leadership, or does s/he lose the ability to run things when there are too many interruptions, malfunctions or equipment, or other awkward occurrences?

2. Instructional leadership

Teachers who exhibit leadership in this area have classrooms where most of the time is spent in productive work. The work is not all "cut-and-dried," but most activities are conducted for the purpose of the students' learning and/or practicing some skill, not for the sake of taking up time with minimal hassles on the part of the teacher. There is an evident sense of purposefulness, in that the teachers and students are both there to learn, not to "go through the motions" of completing assignments. Aspects of instructional leadership may be found by answering the following questions:

A. Is there enough interesting work to do that is appropriate for the students in terms of difficulty level and length of assignment? Are the assignments clearly explained so that students can function independently when necessary? What kinds of materials are used (textbooks, dittos, games, library books, posters, maps, etc.)? Are materials for assignments ready for the students when the assignments are made?

B. What is the method of presentation used by the teacher (e.g., lecture, discussion, group work, individual work)? How eager are the students to participate? What is the teacher's method of ensuring that all students are either actively participating or listening? Is every student required to participate? How careful is the teacher to stay on the subject and how does s/he return to the subject when the discussion drifts away? Are student suggested topics incorporated into discussions?

C. Are the students held accountable for doing their work and doing it well within the time allotted? Do they expect the teacher to contact them about their work? Are there frequent teacher contacts about academic topics? Do the students get feedback about their work? What is the

schedule, if any, for tests and what are the relevant procedures? Is the teacher available on a regular basis for questions about the work content? Does the teacher allow peer tutoring? What happens if a student doesn't have his materials or assignments with him?

D. Does the teacher control the pacing of work, or do the students? That is, how is it determined that students are to move on to another activity? If the teacher controls this pace, is s/he flexible, and under what circumstances? That is, is any change in plans a result of the teacher's assessment or the students' declarations that they need more time? What provisions are there for activities after work is done? How do these affect (for better or worse) the continuing work of students who have not finished?

3. Instructional systems in operation

A. What is the set of procedures and activities the teacher uses to deliver instruction to the pupils? Describe how the lesson begins, whether the objectives are clear, whether explanations are adequate for all pupils, how much practice is involved, the types of examples, degree of pupil involvement, questions, demonstrations, variety of approaches. Describe the nature of assignments, and if they are differentiated for different pupils. How is student progress assessed and what mechanisms exist for feedback to pupils? What is the time allotment for various activities? Describe any motivational activities or systems in operation.

B. Describe the procedures for dealing with absent students when they return. Are they expected to complete missed assignments? Can they get assistance? How?

C. What happens when a student(s) does not turn in an assignment? How many non-workers are in the class, and what does the teacher do about them?

4. Student concerns

In some classes, the students never (or almost never) exhibit confusion about what they are supposed to do, and seem to have very clear understandings of what is expected of them as well as what they can expect from the teacher. They focus most of their attention on the work that is to be done, instead of other attractions or worries. They do not seem unduly concerned about their safety or their interactions with peers or the teacher. They are very comfortable in that class. The following questions may help to focus on this topic:

A. Is there confusion or concern indicated by the students through many questions about assignments, procedures, etc?

B. Are the students generally successful in meeting the demands placed on them, whether behavioral or academic? What is an incentive for them to do well, and why do they seem to try to please the teacher? (Or, alternately, why don't they try to do well and please the teacher?) What's most important to them in that classroom?

C. How do the students respond to the teacher? What are their apparent feelings about him/her and about being in that class? What behaviors indicate to you that they have respect, trust, admiration, or the opposite from their teacher? Do you see the teacher's behavior reflected in the students, to indicate that s/he has served as a model that they have imitated?

5. Physical arrangement of the room

In some classes, the physical arrangement serves to facilitate overall organization, and in some classes it causes problems.

A. How crowded is the classroom, and could this be overcome by a better arrangement? If crowded, what effect was evident on management?

B. Did the teacher set up the classroom to facilitate his/her monitoring and student attention to task? How is the teacher usually positioned in respect to the students, and how are they positioned in respect to each other and the rest of the room? Does the seating pattern have obvious effects on management, such as some students facing distracting areas of the room, or not facing important areas, such as the board?

C. What are the traffic patterns throughout the room? How does traffic to and from the pencil sharpener, and materials, or centers affect management?

D. What changes were evident in the room arrangement through the year, and what reasons were apparent (or expressed) for those changes?

6. Constraints on the teacher

Some teachers are subject to unbelieveable constraints, while others have much external support. Consider the following questions to determine the extent to which the teacher has to deal with externally imposed constraints and how s/he does it?

A. Were there frequent interruptions from outside (adults or students coming and going, buzzers, etc.)? How did these affect the flow of activities in the room?

B. What other problems were apparent, such as malfunctioning equipment, short supplies, shoddy furniture, etc.? Did the overall makeup of the class (assignment of student to that room) seem to be very different from other classes in the sample? How did the teacher deal with each problem to minimize it or exaggerate it?

C. How much support did the teacher receive from other adults in the school in either management or instructional areas? In what ways did other adults seem to hinder this teacher's effectiveness?

7. Personal characteristics of the teacher

Some teachers have a very warm, "motherly" style with their students, while other are cooler and business-like, although not hostile. Others express dislike or disrespect for their students, while others may be inconsistent. Characterize the teacher as to his/her global style of interacting with the students (and other adults, where that is relevant).

A. What is the teacher's basic style: warm, enthusiastic, calm, harried, aloof, detached, hostile, cowed? Think about what the teacher actually said and did that led to your conclusion. On the first day of school, what kind of first impression did this teacher make on the students, i.e., was the teacher disorganized and distracted with an undecorated or unimpressive room, or was the teacher organized and calm with a nicely decorated and impressive room?

B. How consistent is the teacher in continuing this style? Are there changes on a daily basis? Are there changes over the year, gradually? Does the teacher interact differently with different students? Are there any occasions that strike you as really "out-of-character" for the teacher? What led to this and how did the teacher handle it?

8. Visible students

Every class has at least one student (usually more) who requires and/or receives extra attention from the teacher, for either behavioral or academic reasons. Describe how the teacher deals with the extra-demanding pupils (EDPs) as well as the "super-stars" who are evident.

A. Who are they? (Please include names when possible.) Note students who stand out for any reason, both positive and negative, for either academic or behavior reasons. Note pupils who are especially active, withdrawn, aggressive, responsive, or slow-witted.

B. How does the teacher handle them? Does the teacher strive to prevent problems or does s/he basically react to the student? Is the student ignored? What is the reaction of the rest of the class to the student? Is the teacher "effective" with this student? Is the teacher consistent in dealing with this student throughout the year, as well as throughout the class period?

GUIDELINE QUESTIONS

I. Leadership in Controlling Classroom Behavior

1. What was considered acceptable and unacceptable behavior? How did the teacher inform the students of what was and was not acceptable?

2. When were important rules and procedures established? Were they introduced before problems arose or after?

3. Were there any rules or procedures which should have been established but were not? What were they?

4. Did the teacher give the rationale for each rule? Was there any class discussion about the rules? What did the teacher do to help the students remember the rules?

5. Did the teacher break down complex procedures to the students' level of understanding?

6. What are the consequences of appropriate and inappropriate behavior in the class? Are they clear to the students?

7. How consistent is the teacher in following through with the consequences?

8. How accurate is the teacher in catching misbehavior? How closely does the teacher monitor the students? Is the teacher accurate in assessing which students are misbehaving?

9. What are the signals for appropriate behavior? Does the teacher have signals for inappropriate behavior? What are the typical responses to unsanctioned behavior? What are the typical results of the teacher's response?

10. What were the major problems encountered by the teacher in terms of not getting the students to do what was desired?

11. How did the teacher deal with the <u>unexpected</u> in this class?

II. Instructional Leadership

1. Was there enough work for the students to do that was both appropriate and interesting? Was it adequately explained to the students?

2. What kinds of materials were used in the classroom? Were they ready for the students when the assignments were made?

3. What was the method of presentation used by the teacher? Was it appropriate for the level, i.e., if it required participation by the students, were they able to participate? How eager were the students to participate?

4. How did the teacher ensure that all students were either participating or doing assignments?

5. Were the students held accountable for doing their work? What were the consequences for not doing the work or being prepared for class?

6. How did the teacher give feedback on the student work? What was the procedure for turning in papers?

7. What was the system for contacting students during class discussions? If there was no apparent system, how would you describe his/her style in selecting students for interactions? Did certain students receive a higher proportion of "air time" than others? Why (behavior or academic)?

8. Did the teacher seem to have a system for contacting students doing seat work?

9. How did the students indicate that they needed help? What did the teacher typically do in response to their signals?

10. What provisions were made for what to do when assigned work was completed? Did any problems arise because of students completing work and then having nothing to do?

III. Instructional System in Operation

1. Describe the set of activities used by the teacher to deliver instructions to the students. How did the lesson begin? Were the objectives clear? Were the explanations adequate for all of the students? How much practice was involved? What was the degree of student involvement?

2. Were there activities for different levels of student capabilities?

3. What was the procedure for dealing with absent students when they returned to the classroom? Were they expected to make up missed assignments? Were they able to get assistance from either the teacher or another student?

4. How did the teacher handle nonworkers in the classroom? What was the consequence for not handing in assignments?

IV. Student Concerns

1. Did the students express confusion or concern about assignments or procedures as evidenced by questions?

2. Were the students generally successful in meeting the demands placed on them, whether behavioral or academic? What was the incentive to do well?

3. What are the apparent feelings about the teacher as evidenced by student behavior toward him/her?

V. Physical Arrangement of the Room

1. What was the room arrangement? Could it have been more efficiently arranged?

2. How did the room arrangement facilitate the monitoring of students by the teacher? Did the seating pattern have obvious effects on management?

3. What were the traffic patterns throughout the room, and how did they affect management?

4. What changes are made in the classroom as the year goes by? What reasons for change were apparent?

VI. Constraints on the Teacher

1. What types of interruptions took place? What were their effects on the flow of activities?

2. What kinds of problems were apparent due to room size, short supplies, malfunctioning equipment, etc.? How did the teacher handle them?

3. What were the student responses to evident problems?

VII. Personal Characteristics of the Teacher

1. What is the teacher's basic <u>style</u>? What did s/he do or say to give this impression?

2. How did the teacher introduce himself or herself to the class for the first time? How were the students introduced to each other the first time?

3. Does the teacher deal with all students consistently? When the teacher is inconsistent, what precipitates it?

VIII. Visible Students

1. What are the names of visible students who stand out for either positive or negative reasons, either for behavior or academic reasons?

2. How does the teacher handle them? Is s/he consistent in dealing with these students throughout the school year as well as throughout the class period?

3. What is the effect of these students on the rest of the students in the class?

4. How does the teacher deal with resource students? Are they easily identifiable and how?(emotionally disturbed, learning disabled)

IX. Peer Interactions

1. Is there a discernible social system (friendship network) set up in the classroom?

2. How is seating directly related to the system? Does the teacher change the seating as a result?

3. What overt signs of this system lead to disruption? What does the teacher do?

Instruction

Beginning

How are the students organized for instruction?

(Whole Class--All students are attending to the same stimulus at the same time at the same rate.
Group--Students are divided into separate groups with the teacher moving between groups.
Individual--Students involved in independent work with teacher generally available for help.
Other--Combinations or unique situations.)

How does teacher indicate start of activity and move students into position?

[--Systematic?
--Students used?
--Time used? (delays?)]

What is the general subject for the lesson? What is the specific content? (i.e., math -- long division)

Middle

What method is chosen for imparting the information?

(discussion, lecture, group presentation, other?)

What interaction patterns occur within the lesson?

(Are students selected randomly, in any specific order, or are volunteers chosen? Are any sections of the class ignored?)

Is the teacher sensitive to student attention span and comprehension of subject matter?

What is the effect of the above on the lesson?

End

What is the method for concluding the lesson?

(test, summary, disorganized breakup, etc.)

The following short list of words is meant merely to assist the coder in writing classroom descriptions and narratives. The list is meant to encourage word choice and thereby to sharpen both observation and writing skills. The list is by no means exhaustive and is, in fact, intended less as a reference than as a heuristic tool.

assign
lecture
introduce
demonstrate
illustrate
organize
order
threaten
repeat
accept
reject
direct
divert
control
correct
disrupt
compliment
praise
reward
wander
whisper
laugh
criticize
embarrass
ridicule
discourage
encourage
reprimand
exhort
command
promise
exclude
ignore
point
discuss

discipline
disorganized
lost
chaos
hostile
selective
polite
cooperative
helpful
fair
warm
nice
tolerant
bored
sleepy
eager
clever
anxious
attentive
responsive
critical
humorous
creative
gentle
vague
house-keeping
seatwork
confused
clear
style
accomplish
effective
ineffective
effort
outburst

wasted
ill-prepared
prepared
structured
loosely-structured
planned
plan
fidget
chatter
giggle
loud
rowdy
misbehavior
restless
misbehave
procedure
rule
suggest
oral
talkative
happy
unhappy
noisy
friendly
games
conscientious
messy
colorful
interesting
strict
brusque, brusk
group
circulate
consult

NARRATIVE

Teacher # 14 School # 5 Subject # ____ Period # AM Observer # 5

Date 8/29/77 # Students Present 24 Page 1 of 25

START: BEG	END	ST.ENG	
7:45			Pre-school bell rings.
			1. Teacher greeted the observer in the hall. T: "Oh, are you coming
			2. to see me?" When observer said, "yes", T said: "Great! I'll
			3. show you a seat." Observer took a seat at the round table near the
			4. windows. T: "This will be a busy place later, but it is fine for
			5. today." T: "I forgot to ask you how you should be introduced. " Obs.:
			6. "Which ever way works best for you." Room was immaculate. All
			7. papers were ready and stacked neatly on her desk. Each
			8. bulletin board and activity area had been carefully attended to.
			9. The room had the appearance of one which was carefully planned
			10. and decorated. (Not done overnight.) Students remained outside
			11. in the hall looking for their names on the lists posted beside
			12. each of the third grade doors. Those students for this room
			13. waited outside in line until the teacher opened the door for them
			14. to enter. The teacher from next door came in and said, "There's
			15. Mrs. W_____ looking at names." T: "I'm going to hide." T turned
			16. to observer and said, "She's a PTA mother who is in to everything!"
			17. T: (Groan) T asked the neighbor teacher: "Are you going to let
			18. them go to the restroom anytime?" T (2): "Yes." T: "I'm
			19. going to try that with drinks this year too." Neighbor teacher
			20. left and teacher for this room walked back to her desk, looked
			21. at a list, brushed back her hair, and smoothed her skirt as if
			22. to prepare herself mentally for meeting the students.
			23.
			24.
			25.

STOP: 8:00

T

8:00 Teacher opened the door at 8:00 to let in the children. They took their choice of seats quietly while teacher talked with one or two mothers in the hall. One said that she was glad to have T. this year because she remembered her from 1st grade. T. said jokingly I hope you still think that later on. As children entered the room she told them to find their nametags on the table by the door and that they had their choice of putting the tag at their desks and pinning on the 'eagles' or vice versa. (Nametags were very large and made of pellon. They were outlined in washable blue marker and the students names were at least an inch high. They were fastened with large safety pins.) T. spent some time asking parents and children which names they wanted to go by and remaking some tags. This required only a minute or two.

J_____ (?) walks up to T. and whispers that she doesn't know the 'times' tables yet. T: smiling,"Oh, you don't need to worry about that no one knows the 'times' yet. That is one of the things we are going to learn this year!" The childre who have taken their seats and pinned on their name tags are chatting quietly at the seats they have chosen.

T tells observer that J___ and C___ are reputed troublemakers who have been assigned to this class.

8:05 T:"We have two C___'s this year, so one will be C___ Y. and the other just C___." Some do not have their name tags on yet.

T. asks class why they have eagles for nametags. J__ raises his hand and says its the mascot. T:"Thank you for raising your hand J__. Youre off to a good start." T. walks around the room looking at the tags and says, "Some nametags are at the top where I can see them." Some students adjust their tags and the others put their

8:07 tags on. T: "Oh good! Some of you are going to move yours up, that's

START: 8:07
REG END

a good idea." By now six girls have taken the front row. On the second row - two boys and two girls. Third row - all boys with one girl on the end. Fourth row - all boys with two girls at one end.

8:07 I 8:08 I Boy enters late. (He has been transferred from another room). T. finds him a seat and makes him a nametag.

8:09 T Door closes. T: "Good morning! I am Mrs. ____. I pronounce my name ____. (Gives two alternate mispronunciations and has class practice the correct way.) T: "I have a riddle for you. How do we know that the ocean is friendly? Raise your hand if you know." E____: "It has fish." T: "Is that how we know? Lakes have fish too." No one raises his hand. T: "Think about what it does." Someone gets part of it T:"Because it has waves." Groans from the class. T. also groans like one does with a bad pun. T: "Every morning we are going to have a riddle and sometimes they're hard and sometimes they're corny and you may just go 'mooaaannn'. I will need some help so if I forget one of you remind me. I will need your help. I'm really a forgetter."

T goes to the side of the room and tells the class that she is going to introduce them to their room. Points out the closet. It is labelled 'student's closet'. She explained that she moved all of her things to the closet next to it so that they could have this all to themselves. T asks what goes in the closet. Several (A__, J____, E____, say "coats, jackets, lunchboxes". She gives permission to those who brought lunchboxes to put them in the closet and several do.

8:15 I T: "What about my closet?" L__: (in a whisper). T asks her to repeat her answer louder. (Observer still couldn't hear her).

8:16

School 5 Teacher # 14 Date 8/29

No. Students Present 24 Observer 5 Page 4 of 25

8:16

		ST. ENG	
			1. T: "That's right. I won't bother your things in your closet and
			2. you won't bother my things in my closet. What does not bother mean?"
			3. Several answer 'leave alone'. T. walks slowly up and down the rows
			4. as she talks. She asks them to put their things in their desks.
			5. J___ hands her a small plant. T: "Oh, thank you, J___. How many
			6. know that I like plants?" Hands up all over the room. (Several plants
			7. are in the room) She takes it and puts it with others. T. says that
			8. she has introduced herself and now she wants to tell who they are and
			9. where they went to school last year. (She told them that this was her
			10. first year teaching third grade that she had taught first grade before.
			11. Starts at the back row. G___, R___, E___ - Brooke; Y___ - Govall
			12. A___ - p. s.; S___ - p. s.; T:"Thank you row 4 for talking so
			13. nicely." Row 3 introductions continue.
1 8:23	1 8:24		14. Counsellor comes in for the class registration slips. T. has them
			15. on her desk and hands them to the counsellor. Students watch quietly.
			16. Row 2 introductions, then Row 1 (B___ - Campbell, and V___ -
			17. T. A. Brown the rest were in school here last year.) T: "We have
			18. a whole row of pretty girls at the front. (Giggles) I will try to learn
			19. your names, but you will have to be patient. I might forget sometimes.
		8:25	20. T: "Let's take a few minutes to talk about our room. Most of our
			21. work we will do right here in our room. Sometimes we will share
			22. activities with Mrs. ___, but we will be here almost all of the time.
			23. Oh, I see very attentive eyes!" Goes to the calendar and point out
			24. that it is really the end of August even though it is a September
			25. calendar, we have included these days on this calendar." She has

8:29

School ____ # 5 Teacher ____ # 14 Date 8/29/77

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8:29

put the names of all students who have September birthdays on the calendar. She points out that there will be a holiday on Sept. 5 called Labor Day and calls out all of the children's names who have September birthdays. She moves back to the closet area and points to two charts. One of the charts has the names of all students with birthdays in August. The other shows all of the June and July birthday She asks the class to say Happy Birthday to those with birthdays in the summer. She says that she has a summer birthday and was always disappointed that she couldn't delebrate it at school. All say Happy Birthday. T; "And Happy birthday to Mrs. ____." She moves toward the Happy Face. T: "I am pleased to see that no one is talking to

8:30 2

[redacted] their neighbors." She points out that the big happy face will be [redacted] there for all of them to sign their names and it will be put in the hall so everyone can see who "lucky Mrs. C. " has in her room this year. T. moves to the center bounded by two bookcases. T: "What do you think this is?" B____: "It's a play center." M___: "It's not big enough for TV." T: "That's right. When we watch TV you will have to stay at your desks and only those that can't see will come up to this area. You you may keep your same seats tomorrow. It is nice to be able to sit by friends, but what do friends do sometimes? " M____: "Talk."

D 8:33 D 8:33+

T: "Yes, sometimes they talk and disturb others." J___ D. enters room and accidently slams door. He slaps his head because he forgot something. T. goes out with him for about 30 seconds. She keeps her eyes on the room and when she comes back in she picks up the discussio

8:34

School 5 Teacher 14 Date 8/29

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START: 8:34

1. [This was a neat, smooth overlapping of two activities. She was able
2. to help J___ and to keep the class' attention both.) T. moves to
3. next bulletin board. This says "Third Grade is out of this world."
4. It shows a rocket blasting off into some clouds made of white cotton.
5. Under the rocket is Blast Off. T: "J_____ said she didn't know
6. the 'times'. How many of you don't know the times?" Almost all the
7. hands are up. T: "That is what we will learn in third grade. We will
8. also learn cursive writing. That is one of the neat things about
9. third grade. You can learn so many new things." T. moves over to the
10. area where the observer is sitting at the round table. She turns to the
11. class in mock surprise and says, "There is someone in this room that
12. we have not introduced! " T goes through a question asking sequence
13. about who the observer is. Some think she is a student teacher others
14. think she is there to take names. T. says that observer isn't a stude
15. teacher because she is too old. (Observer had not felt old until
16. that point.) T. explains that observer's job was to write and their
17. job was to ignore and pretty soon they would get use to her and even
18. forget she was there.
19. V_____ raised her hand and asked permission to pick something up off
20. the floor. T: "I like the way you raised your hand. You may be new
21. to the school but you really know the rules." T. moves to the water
22. fountain and explains what the drawers in the sink area are for.
23. (storage of supplies). She explains that the water has been turned
24. off in the room because the faucet drips and needs to be fixed but th
25. should have it back on soon. She points to some mailboxes (these ar

8:45

School 5 Teacher 14 Date 8/29/77

Time No. Students Present 24 Observer 5 Page 7 of 25

START: 8:45

DUR	INT	ST. ENC
8:45'	3	

made from one pound coffee cans laid on their sides and inserted into two cardboard boxes. They are painted green, black and yellow to match the contact paper on the boxes. Each child has his name on one box.) T. explains that these will be used later on in the year. On a table near the sink are kleenex and scissors to use. T: "This kleenex is for you if you have a cold or sniffles and need to blow your nose. The scissors are here to use and those with the yellow handles are mine and ohhhh, I hope no one ever has to use my yellow scissors." She shakes her head slowly. T. moves to the book rack and explains that these books are a class set and that meant that they had to be shared so they had to be put back in the rack when people were finished. There is a poster on the wall near the book rack and T asks S_____ to read it. "When life gives you lemons, make lemonade." T: (to class) "Tell me about lemons." B_____ : "Sour." E_____ : "They help you with a cold." Several other talk about how sour lemons are . E_____ asks what the divider is between the two rooms. T. says that they will be talking about it in a minute . T: "Some days we'll have a bad day. If you have a bad day what can you do? What does making lemonade mean?" Someone says: "Make it better." /That's right/ We can make it better by turning it into something good." ("This is a difficult concept to get across, but the children appear to understand.) She goes on to the divider. T:"E_____ asked about this earlier." She explains that this is a divider between the two rooms and that it is sometimes closed and sometimes open. T: "If you open when it is supposed to be closed, you will be looking into a room wit

8:50

School 5 Teacher 14 Date 8/29/77

No. Students Present 24 Observer 5 Page 8 of 25

START: 8:40

with 26 very surprised students and a very surprised teacher." Giggles (No one indicated a desire to experiment with the divider.) T. moves one to what she called a special machine. It looked like a listening station. She said that it would be explained later. She said that the file cabinet belonged to everyone and it held student records so it was not to be opened. T. moved to the bulletin board by the door. T: "this is the most important place of all. What does it say? L___: "School rules." T. "Right, these are not just my rules, or Mr. W.'s_____ rules or the rules for just this class. These are rules that are meant for everyone in the school. They are school rules." T. Explains the rules and reads each one. She askes what 'loiter' means. B___: "Litter." T: "No, but it sounds like that." C___" "Yell." T: "No." She gives the answer and goes on to explain that when they are send on errands to get things, if they stopped and visited, stayed away too long and generally fooled around, that would be loitering and that is what this rule means. Explains that they should get back as quickly as they can. (Rules says "no loitering in 8:55 the halls or on the ramps) E____ asks what the 'ramps' are? T: That's a good question." She points out the ramps on the woutside of the building. (The class is beginning to get the wiggles, but they are still quiet) Rule 2: Speak in a soft voice in the building. T. gives examples of soffand loud voices. Class laughs Rule 3: Respect other pepple's space, body and property. T asks what 'speee' means. L___ "People have their things." M___: "Don't go in other people's desks." Teacher points out the area that is L___'s space and

8:58

School _____ # 5 Teacher _____ # 14 Date 8/29 _____

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START: 8:58

BEG	END	ELT. MIN	
			T:"Suppose someone is on the floor working and someone comes over ad
			messes up or stomps on their things. That would be invading their
			space. T: "What is respecting a person's body?" L___ : "No hitting".
			M_____ and several others volunteer: "Pinching, kicking, biting, etc"
			T: "That's right. You may not touch another person's body without
			permission. You may not touch my body without permision. One ex-
			ception would be a love touch. You may touch me if it is a love
			touch and sometimes I may give you a love touch. If you don't want
			me to just tell me because I want to respect your body" Rule 4:
			Follow instructions of adults in the building. T: "This should say
			'all adults'" T explains that if the custodian gives them instructions
			they should follow those two. V_____ asks permission to go to the
			restroom. T: "I like the way she asked permission. This will be a
			good way to get into our bathroom rules." Has the class stand at their
9:00		4	desks and stretch. (They were getting the fidgits and wiggles.)
			The room is so quiet after the stretching exercise that all that can
			be heard is the flushing in the bathroom).
			9:05 T. goes to each student at his desk and asks how they will be eating
			lunch today (lunch card, money or lunchbox). She instructiall of them
			with money to put it way in the bac k of their desks. She changes
			J___'s lunch card from another teacher's name to hers. Two don't
			have money and she gives it to them and writes it down. T: "I want to
			compliment Row 3 and Row 4 for being so quiet and for doing just what
			I asked." T tells the class that she is going to be eating lunch with
		1	them. T: "I think you are so neat I am going to be eating lunch with

9:10

School 5 Teacher 14 Date 8/29

(AM) PM No. Students Present 24 Observer 5 Page 10 of 25

START: 9:10

BEG	END	ST. ENG

with you in the cafeteria." B asks to go to the restroom.
She is given permission. T: "Before we get into bathroom rules lets see if there is something on TV we want to watch." Turns on 'Electric Company' but the picture is bad. Two or three little boys are eager to watch. T: (frowning slightly) "How many want to watch this even though the picture is bad? We also have some other neat things we can do." (Three boys hold up their handsto watch TV, but the rest of the class is sharper and appear to 'read' the teacher. She asks who wants to do something else and now the whole class has hands up including the three boys. TV goes off. Observer feels that this was fairly crucial because she has revealed enought about herself and what she likes and doesn't like that the students want to please her. Once this stage is reached she can use the positive reinforcement methods effectively.) T starts an introduction about bathroom fules. T: "Third graders are big and they may go to the restroom when they want to without having to ask permission, but there are some rules we must follow: Try not to go in the middle of an activity we are doing, but if you need to go there are some important things to remember.
1. To be sure no one is in there, knock three times. Like this (demonstrates knocking correctly). Not like this (demonstrates too soft Or this (demonstrates too loud). Like this (correct loudness).
2. Put your eat to the door and if someone is in there they will say 'Just a minute". You have to put your eat to the door in order to hear if someone says 'Just a minute'. 3. Then you must wait, but you do not wait by the door, you wait right here. (Goes to a spot in th

9:15

School 15 Teacher 14 Date 8/29

(PE) yr No. Students Present 24 Observer 5 Page 11 of 25

START: 9:15

BEG	END	MT. ING	
9:15		5	1. room and shows them where to stand) If no one is in there you may
			2. go in. 4. Now if you accidently walk in and someone is in there be-
			3. cause you didn't hear them say just a minute, say "Excuse me" and
			4. come and stand out here. Shut the door, back up and wait. 5, Now
			5. remember our rule about loitering? That means in the bathroom too.
			6. If I find that you are staying too long, I will have to come in and get
			7. you. Boys it might be a little embarrassing if I have to go in and get
			8. you. (Giggles). Teacher smiles. 6.Now remember to flush the toilet
			9. after you have used it. Last year our restroom did not have a very
			10. good air. (Puts her hands on either side of her mouth in a
			11. whisper meant for the whole class.) Last year some of the boys....
			12. (giggles) well some of the boys didn't have a very good aim! (More
			13. giggles) So remember boys get the.....in the pot. (MOre titters and
			14. giggles) Oh, did I say something! (mock surprise). Girls you are not
			15. going to get off free. Last year we had some girls whos.....
			16. (Giggling etc.) Snaps fingers. "Eyes here!" (Dead silence, you could
			17. hear a pin drop. Everyone is attending. T: "E____ what do I
			18. mean when I say 'eyes here'?" E says that means to attend to her.
			19. T: "That's right, G__ and M__ lets listen. Thank you." Continues
			20. with explanation about restroom. She explains that sometimes accidents
			21. can't be helped and if they do happen that they should be cleaned up
			9:25
			22. in order to keep the restrooms clean. E____ needs to go (the power of
			23. suggestion!) T: "All right, let's see if E____ follows the rules."
			24. He does, to the letter. T explains that they may see into the next
			25. room but they are not to wave or disrupt the others because that is
			their space.

END: 9:26

School # 5 Teacher # 14 Date 8/29/77

No. Students Present 24 Observer 5 Page 12 of 25

START: 9:26 am

SEC	END	ST. ENG	
			1. T: "Tomorrow when you come to school you are to go to the gym, if
			2. the weather is bad, or you are to stay outside if it is nice.
			3. until 8:00. No one is supposed to be in the room or in the halls
			4. until 8:00. Today was different because it is the first day of
			5. school. You are supposed to go straight to your seats and be 'quiet'.
			6. Teacher explains that "quiet" can be two choices: silence or whisper.
			7. When they come in in the mornings they may have their/choice. (That is
			8. they may whisper or be on silence.) She also explains that when she
			9. says "silent" or "silence" they are to stop their whisper choice. and
			10. be silent. T: "How are you to come into the room?" L___ : "Quietly
			11. Teacher repeats and asks questions over the rules. T asks J___ how
			12. they are to come into the room: "Sit and be quiet." T: "What are your
			13. two choices for quiet?" R___ : Silent or whisper." T. shows the class
9:30		6	14. the bell and tells them what it is for. (When she rings it just once,
			15. they are to freeze, zip (their lips), and look.) She explained that
			16. she would never ring it unless it was to tell them something. She said
			17. it was a shortcut for her to get their attention and it would save a
			18. lot of time (Demonstrates this by showing how long it would take to
			19. call everyone down.) She rings bell and they freeze. She explains
			20. that she won't ring it several times, just onee. (Demonstrates).
			21. (The class has gotten a little wiggly by now). T:" Let's see wiggle
			22. worms." (No one moves they look at her.) T: "It's OK, I'm telling
			23. you to." They grin and wiggle in their chairs. Bell signal - all freez
			compliments them on how well they did.
			24. E___ asks when lunch is. T. ignores him. T. Explains about pushing
			in chairs. She explains why they need to be pushed in. (Because they
			25. block the rows.) T: "Now some of you will have to remind me to push in

9:33

START: 9:33

BEG	END	ST. ENG	
			my chair, because sometimes I forget."
T 9:34			T: "Each of you hold up a pencil if you have one. Just one pencil."
			Class holds up pencils. One child does not have one. She reaches over to
			her desk and hands her one. This child now holds her pencil up. While
			teacher was getting child a pencil, one of the boys whispered that he
			would give her one. Teacher said to child, "Today is the first day
			of school, and it's o.k. for me to lend you one, but generally I don't
			like to have to lend pencils. I want each child to have his own supplie
			Teacher numbers each one of the rows as she walks down the side
			aisle." This is row one, row two, row three, and row four." Teacher
			said that she would tell the different rows to do something particular
			and she wanted to see how quietly they could do it. She asked row one
			to go to the pencil sharpener. They quickly got up, pushed in their
			chairs and walked in a file to the pencil sharpener where they lined
			up. T: "Oh, look at everyone that pushed in their chairs." Teacher
			asked row two then to get up and go to the poster on the chalk board
			which showed the happy face and to write their names on the happy face.
			Each child gets up, pushes in his chair, and goes to the happy face and
			writes his name. Teacher asks row three to get a piece of paper from
			the sink area and come back to their seats on 'silence.' The teacher
			complimented each child on how nicely they were remembering to push
			in their chairs whenever they leave their seats. Row three gets up and
			quietly files to the sink area for paper, returns and sits down. Teache
			then asks the children on row four to go to the pencil sharpener. By
			this time row one is through with the pencil sharpener and is seated

STOP: 9:39

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 14 of 25

START: 9:39

BEG	END	ST.ENG	
			1. at their desks. She sends then row two to the sink area , and
			2. row four to the pencil sharpener. She then sends row three to sign
			3. their names. Each row follows the procedure, stands up, pushes back
			4. their chairs and puts them in place and goes directly to the places
			5. assigned. Teacher says to the class, "I can tell a lot about this
			6. class because you are respecting one another's space. You are not
			7. crowding each other. Look at these students at the pencil sharpener.
			8. They are being very careful of one another's space. She also compliment
			9. the students on the way they wrote their names on the happy face. She
			10. goes back and sends row four to get paper, same procedure is followed.
			11. However, J___ forgot to push his chair in, but quickly remembered, went
			12. back and grinned at her. She smiled back at him and said, "Thank you,
			13. J___." Row one is then sent to sign their names, then row two goes to
			14. the pencil sharpener and row four gets paper. This round robin ac-
			15. complishes in a very few minutes the three different tasks for all four
			16. rows. Teacher is, while this is going on, walking up and down the rows
			17. slowly, looking at each child's work, making comments to each student.
			18. She says to A___, "A___, your hair is getting long. When I knew you last
			19. year, it was short." Row three then goes to sharpen pencils. This
			20. completes the pencil sharpening. Then row one goes to get paper, and
			21. that completes the paper getting. Row four goes to write their names
			22. on the happy face and that completes the writing of names. As teacher
			23. is walking around the room, she says, "I like the way A___, E___ and
			24. Y_____ are at their seats on silence." E___ pushed in R_____'s chair
			25. for him. However, teacher requires R_____ to go back, pull his chair

STOP: 9:43

START: 9:43

BEG	END	ST. ENG	
			1. out and push it back in. Teacher says, "Thank you for the smiles."
	9:45 T	#7	2. She instructs the students to write nothing on their papers until she
			3. has finished giving them their instructions. She tells them that if the
			4. did write something on their papers by mistake, then to turn it over and
			5. start on the other side. Those of the class who have written on the
			6. paper very dutifully turn it over and everyone is sitting attentively
			7. awaiting instructions. Teacher says, "I am going to have a lot of good
			8. things to tell Mr. W today about what a fine class I have." She
			9. explains to the class that they are going to get a handwriting sample
			10. to use as a guide. She walks to the board and writes in manuscript,
			11. "My name is. . ." and she leaves a blank. She puts her own name there,
			12. and instructs the class not to put her name in the blank, but put their
			13. own where she has written hers. She goes to the front of the room and
			14. demonstrates how this should be done on a piece of paper and how to
	9:50		15. write the sentence. Her eyes monitor the room continuously. Teacher
			16. says, "I want to thank these two sweet boys who are watching every
			17. move I make." She instructs them that if their pencil lead breaks,
			18. then they may quietly get up and sharpen it. There is dead quiet in
			19. the room. Students are quickly doing their assignments and all eyes
			20. are down on the paper. Teacher, "If I got out my taperecorder and lis-
			21. tened after school to what is going on right now, what would I hear?"
			22. Somebody whispers, "Nothing." She said, "That's right, there wouldn't
			23. be anything to hear; cause you are all so quiet." Students continue
			24. their work. Teacher says, "L___, I like the way you laid your pencil
			25. down when you were through. Third graders know how to read, they know

STOP: 9:54

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 16 of 25

START: 9:54

BEG	END	ST.ENG	
			1. how to be smart, and they know how to write. This class is really
	9:55		2. saving Mrs. C a lot of work." Teacher writes the next sentence the
			3. students are to copy on the board. She turns to the class and says,
			4. "I like the way you are waiting for me to finish. The sentence is 'I
			5. am in the _____grade.'" C___ W raises his hand and asks
			6. whether they are supposed to skip a line. The teacher says, "That's
			7. a good question.
			8. Yes, you are supposed
			9. to skip a line." She goes back to the sentence at the board and says,
			10. "In the blank, you may write, third, or three, with an 'rd.' I will let
			11. you have your choice." The teacher answers some questions quietly as
10:00		#8	12. she walks around the room and monitors work. The teacher goes back to ~~is waiting~~
			13. ~~on the~~ board and write "I am ____years old." J___ asks if they are to write the
			14. number that says eight or the word eight. Teacher says, "J___ , you
			15. are thinking ahead, but today, let's take a shortcut and write the
			16. number eight." And, she puts the number on the board. She is walking
			17. around the room looking at the papers and she says, "Some of you even
			18. write better than I do. But, you just wait until we get into cursive
			19. and we'll see who writes the best, because I practiced all summer just
			20. to be able to do it as well as you are going to do it." She says, "Now
			21. we have one more sentence. Now, wait until I write it all down." She
			22. goes to the board and writes, "Today is _____,_____" And,
			23. turns to the class and says, "What goes at the end?" One or two student
			24. call out. She ignores them. She looks around the room and she says,
			25. "I see a hand, M_____ ." M_____ says, "A period." Teacher says,

STOP: 10:02

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 17 of 25

START: 10:02

BEG	END	ST.ENG	
			1. "Thank you, M_____." [The room is absolutely dead quiet.] C___ raises
			2. his hand and asks, "Do we abbreviate?" T. "We will learn about abbreviating
			3. later in the year, but for today I want you to write it out completely."
			4. She goes to the board and points to the month, 'August.' One or two
			5. students call out questions. She ignores them. B_____ raises her
			6. hand. The teacher responds to B_____. B_____ asks, "When is lunch?"
			7. Teacher tells her, "11:55 today." J___ also has his hand up. By now,
			8. the students are learning to raise their hands if they want to be called
			9. on. J___ asks whether if they are going to have classroom helpers. The
			10. teacher said, "Yes, we will be picking classroom helpers. Will you help
			11. me remember to do this tomorrow?" Bells are ringing in the hall. The
			12. students seem to be taken back by this. Teacher explains, "That is just
			13. the principal ringing for the custodian. When he needs him, he rings,
			14. so we can just ignore it. It has nothing to do with what we are doing
			15. in here...Because it is the first day of school, I will remind you of
			16. periods at the end of sentences." She continues, "Third graders have to
			17. remember a lot of things, but I expect you to remember them yourself."
			18. Seat work continues. The students are writing the sentences off of the
T 10:05			19. board onto their paper. Bell signal. The class freezes and looks at
			20. her. Teacher looks at class, and says, "When I tell you, I want you to
			21. bring your papers to the front." She calls row four. Each student
			22. from row four walks up and puts ~~their~~ his paper at the designated place by
			23. her desk. She thanks each one and smiles. She then calls row two and
			24. says as the students are coming ~~out~~ up to put their papers at her desk, She says:
			25. "Good, C___, L___, J___, for going back to your seats so quietly

STOP: 10:06

NARRATIVE

Teacher ____ # 14 School ____ # 05 Date 8/29/77 AM PM

Observer 05 # Students Present 24 Page 18 of 25

START: 10:06

BEG	END	ST. ENG	
			1. Look at those chairs pushed in. G__, check your paper and see if it is
			2. laying the same as everyone else's." G__ goes back and looks at his
			3. paper and turns it around. She says to him, "Now, it is laying in the
	T 10:10		4. same way as everyone else's is." Students go back to their seats.
			5. E___ gets up to go to the bathroom, but forgets to push in his chair.
			6. Mrs. C snaps her fingers, smiles, and points. He goes back sheepishly,
			7. and pushes in his chair, and then goes back to the restroom. Now that
			8. all the papers are turned in, teacher says to the class, "Next we are
			9. going to do two different things. The first thing we are going to do
			10. is a picture. We are going to color a picture using the paper that is
			11. stacked (she points to the designated area over by the sink) ~~where the~~ over there
			12. ~~paper~~. And, then we are going to do a cross-word puzzle. If you do not
			13. have your colors today, because colors were not on the list that your
			14. mothers' got from the school." One or two students call out that they
			15. have their colors. She ignores these call outs and continues with her
			16. sentence, saying, "You may either borrow colors or you may use pencil."
			17. Two hands go up. Each child says that they have colors. The teacher
			18. nods and smiles. She says, "If you want to share your new colors, you
			19. are free to do so." The students get their colors out but before they
			20. have a chance to get busy talking with their neighbor, the teacher
			21. says, "I want you to put your heads on your desk and close your eyes.
			22. Now, imagine this with me. It is summer, do you remember it? Your
			23. favorite thing of all!" She pauses, she mentions a few more attributes
			24. of summer and says ~~open~~ Now open your eyes, and draw me a picture about your
	10:12		25. summer." She calls row three to get up and go to pick up their

STOP: 10:12

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 19 of 25

START:

BEG	END	ST. ENG.	
			1. coloring paper. This takes 20 seconds. She says, "Thank you, M___
			2. and G___ for getting yours on silence." She allows row four to get up
			3. and get paper. They get back to their seats. This takes another 20 seconds.
			4. V_____ is upset because she does not have her ~~your~~ colors. Teacher goes
			5. to her phone in the room and calls someone named Ms. A_____ . Observe
			6. could not hear the conversation. The call only took a few seconds.
			7. Rows three and four are working on their pictures. The bell signals....
T 10:14			8. Students freeze. They look at her. She says, "You may have a choice
			9. of silence or whispering." ~~10:15, student engagement rating #9.~~ Rows
			10. two and one she calls over to the carpet. All of the students push in
10:15		9	11. their chairs and quietly move to the corner on the carpet. She begins to
			12. introduce the crossword puzzle. These students are moved away from row
			13. three and four so that they are not disturbed. The phone rings. TEacher
			14. gets up to answer it. Makes a very brief comment on the phone that
I 10:16	I 10:16+		15. takes about 25 seconds and gets back to the group on the carpet. The
			16. group is completely silent, watching her, awaiting for her return. She
			17. tells V_____, "Your colors will be there tomorrow." V_____ appears
			18. to be satisfied. Teacher continues with the explanation of the puzzle.
			19. She looks up and says, I like the way rows three and four are whispering
			20. quietly." She returns her attention to the group and finishes her
			21. explanation and allows them to go back to their seats. She calls
			22. R_____ back, because she forgot something. Observer did not see what
			23. it was. She thanks L___ , B_____ , and M_____ for being so quiet.
			24. Teacher says, "Rows three and four, I will leave you alone with your
	10:17 T		25. pictures. When you are finished, I will get you started on what these

STOP: 10:17

NARRATIVE

Teacher ____ # 14 School ____ # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 20 of 25

START: 10:17

BEG	END	ST. ENG	
			1. children are doing." She stands before the class and apologizes
			2. because the puzzles are printed on purple ditto, both front and back,
			3. and they have bled through and it makes them a little difficult to
			4. read. "We will not have them done this way, again." She walks up and
			5. down the rows, watching them work on their puzzles. She says to the
			6. class, "I will give you a hint. When you find your word and put it into
			7. the puzzle, you can circle it and that tells you you have already used
			8. it." She whispers briefly with S____. M____, B____, and others
			9. begin turning their crosswords, and go quietly to the fountain area for
			10. the art paper. Teacher says, "I am so glad to see these children in
			11. rows one and two going to get their paper, and I want to thank them for
T 10:28			12. putting their papers in the basket." All of the students are engaged
			13. in coloring or doing a puzzle. The teacher says, "Rows three and four,
			14. I have changed my mind. I want you to come to the carpet for instruc-
			15. tions on the puzzle. This will save some time." These two rows get
	T 10:29		16. up quietly, push in their chairs, and file to the carpet. The whisperin
			17. is beginning to get a little loud at rows one and two now. Teacher
			18. looks up and says, "I'm afraid rows three and four will have a little
			19. difficulty hearing me unless rows one and two remember their choices for
10:30		#10	20. quiet." She completes her instructions for rows three and four and they
			21. file back to their seats to begin work on their crossword puzzles.
			22. Teacher gets up and goes to the front of the room, and she says, "Boys
			23. and girls, you are in the third grade (making it sound very important
			24. to be in the third grade). You do not need a teacher to tell you to
			25. put your names on your paper. I would like for you to finish your

STOP: 10:31

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 21 of 25

START: 10:31

BEG	END	ST. ENG	
			picture first. I really like students who finish one thing before
			they start another." Whispering certainly is not disruptive, but it is
			a little bit noisier than it has been, just a little. The bell signals-
			all but a few look up and attend. And, she says, "Oh, almost everyone
			froze that time. Let's try that again." And she does this one more
			time. The second time, everyone attended. She continues and tells
			them where to put their pictures and their puzzles. It is 10:35. She
			tells them that their colors and pencils are to go inside their desks.
			Then, she releases them to go back to their work. Bell signals--all
			freeze. "Eyes on me until I'm through," she says. Then, she says,
			"If your whisper voice is too loud it becomes a talking voice, and if
			it becomes a talking voice, we have to take away your quiet choices.
			Now, let me test your whisper voices." She goes very quickly to each
			child and gets very close to them and cups her hand over her ears to
			see. Each child whispers to her. This takes only about a minute and
			a half to get to each child: She says to the class, "Everyone knows
			how to whisper, so there is no excuse if your whisper voice turns into
			a talking voice." Absolutely dead quiet in the room. The students
			continue working on their pictures. M_____ breaks off the point off
			of one of her colors, and looks very sad. Mrs. C goes over to her, and
			says something to her. She looks up and says this to the rest of the
			class, "Doesn't it make you mad if your brand new color breaks? Poor
			M_____'s brand new blue broke, but she is going to make lemonade out
			of lemons. She is going to peel the paper back or she is going to pick
			a new color to use." M_____ smiles. (This was an excellent way to

STOP: 10:41

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM PM

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START: 10:41

BEG	END	ST.ENG	
			1. bring in the earlier discussion on "If life gives you lemons, make
			2. lemonade.") She whispers to the class, "Mrs.P, the teacher next door,
			3. 10:43 thought we were gone, you were so quiet." Teacher says to class, "If
			4. you are finished, you have my permission to get a free piece of paper
			5. to color on or color the back of the picture you are working on now."
			6. She also continues, "I see a lot of children sharing their new colors,
			7. and this makes me very happy." The noise level increases some as the
10:45			8. children get up to get new paper. 10:45. She asks J___ if he knows
			9. how to whisper. He nods sheepishly. As she walks around the room
			10. looking at their work, she stops and fixes S_____'s name tag which is
			11. crooked or backward. She walks to the front of the room and hits the
			12. bell signal. She says "Two people did not freeze, zip and look. Stay
			13. with me until I am through. I want to ask your permission to look in
			14. your desks after school. This is your space and I need your permission
			15. to look in there. I have a brand new black marking pencil and I can
			16. use it to mark your things and with your name if you don't mind my going
			17. in and looking in your desks to get your things. If you do not want me
			18. to look in your desk then please tell me because I want to respect your
			19. space." B_____ raises her hand. She pulls out a black folder and says
			20. something to the teacher who comes close to her and they both whisper.
			21. Observer could not tell whether B_____ didn't want the folder marked on
			22. or whether she felt that the black pen would not show up on the black
			23. folder. However, the observer thinks the black folder is one that her
			24. father gave her only for the day and she is to get another one later
			25. and return it to him. This could be checked out. 10:50. E____ brings

STOP: 10:50

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM / PM

Observer 05 # Students Present 24 Page 23 of 25

START: 10:50

BEG	END	ST.ENG	
			1. his paper up to the teacher's area where the papers are turned in.
			2. The teacher reminds him that they are to save the papers and to talk
			3. about them later. She asks the class where they are supposed to save
			4. their papers. No one raises their hands. "On your desk?" ~~Hands~~ Heads
			5. shake. "Where?" she asks. "In the desks." someone says. She says,
			6. "That's right, in the desks." Teacher goes and erases the sentences
			7. from the board. All papers are now in the basket and turned in. The
			8. room is so quiet, observer can only hear toilet flushing next door.
			9. Both the two classes use the two restrooms, 48 children for two restroom
			10. R___ wads up a piece of paper and throws it in the trash can behind
			11. him. It misses. The teacher is watching. She stands there and shakes
			12. her head slowly. He casts his eyes down, grins, pushes back his chair,
			13. goes back, picks up the paper and puts in into the trashcan. She
			14. asks him to remind her to talk about the trash can. As she is walking
			15. around the room, she collects E____'s money, because he is jingling it
			16. and making a little bit of noise. Observer notices that the wiggles are
			17. coming back. Half of rows three and four are on down time. Teacher
			18. notices this too and quickly gets the others to finish and turn in their
T 10:55			19. puzzles. Bell signal. All freeze. She exclaims loudly, "Everybody
			20. did it! Put everything away, except your name card. Row two you did it
			21. You had everything put away and you were quiet. You might be the
	T 10:57		22. champion row today." She announces then to the class, "In fifteen
			23. minutes we go to music. We need to learn the music teacher's name.
			24. She is Mrs. W____. Say that." The class says that in unison.
			25. "Remember, _____and then_____, and put it together and it is

STOP: 10:58

NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM PM

Observer 05 # Students Present 24 Page 24 of 25

START: 10:58

BEG	END	ST. ENG	
			1. Mrs. ____" Class says it in unison again. They practice her name.
			2. Teacher announces that they are now going to learn a little song. ~~And~~
			3. The song is "There's a Hole, There's a Hole, There's a Hole in the Bottc
		12	4. of the Sea." 11:00 The teacher says, "We are going to have to
			5. limber up our singing voices." She limbers her voice, and wavers it up
			6. and down. Students giggle. She goes to the board and draws something
			7. that is supposed to represent the sea with a hole in it. And, they
			8. begin the first verse, "there's a hole in the bottom of the sea." As
			9. each verse continues, she draws on the board the thing that is supposed
			10. to be sung next. "There's a log, there's a bump, there's a frog, there'
			11. a hair (giggles from the class), and finally there's a flea." The
			12. students goes through this sequencing, and then she says to them, "Let's
			13. speed it up a little." So this time they have to sing the song faster.
			14. She says to them, "That's good. Now, we are going to be making up our
			15. own song later this year. Last year my children had a treasure chest
			16. in the hole at the bottom of the sea." She looks around the room, and
			17. says, "You know what I like about third grade, you can sing this song.
			18. My first graders got it all mixed up, but you can do it. You can keep
			19. it all straight." And, she shows how all the first graders got the song
			20. mixed up. She switches to another song. She explains that the units
			21. in the school are named for the Greek Goddesses, Diana, Apollo, ~~and~~
			22. Jupiter, and Janos, and that they are in Diana. She begins to teach
			23. them the song for the Diana unit, and they call it the "Badoom song".
			24. She teaches them the first two or three verses and they practice it with
			25. her. She compliments them on how well they are doing. Then, she goes

STOP: 11:05

ED NARRATIVE

Teacher # 14 School # 05 Date 8/29/77 AM PM

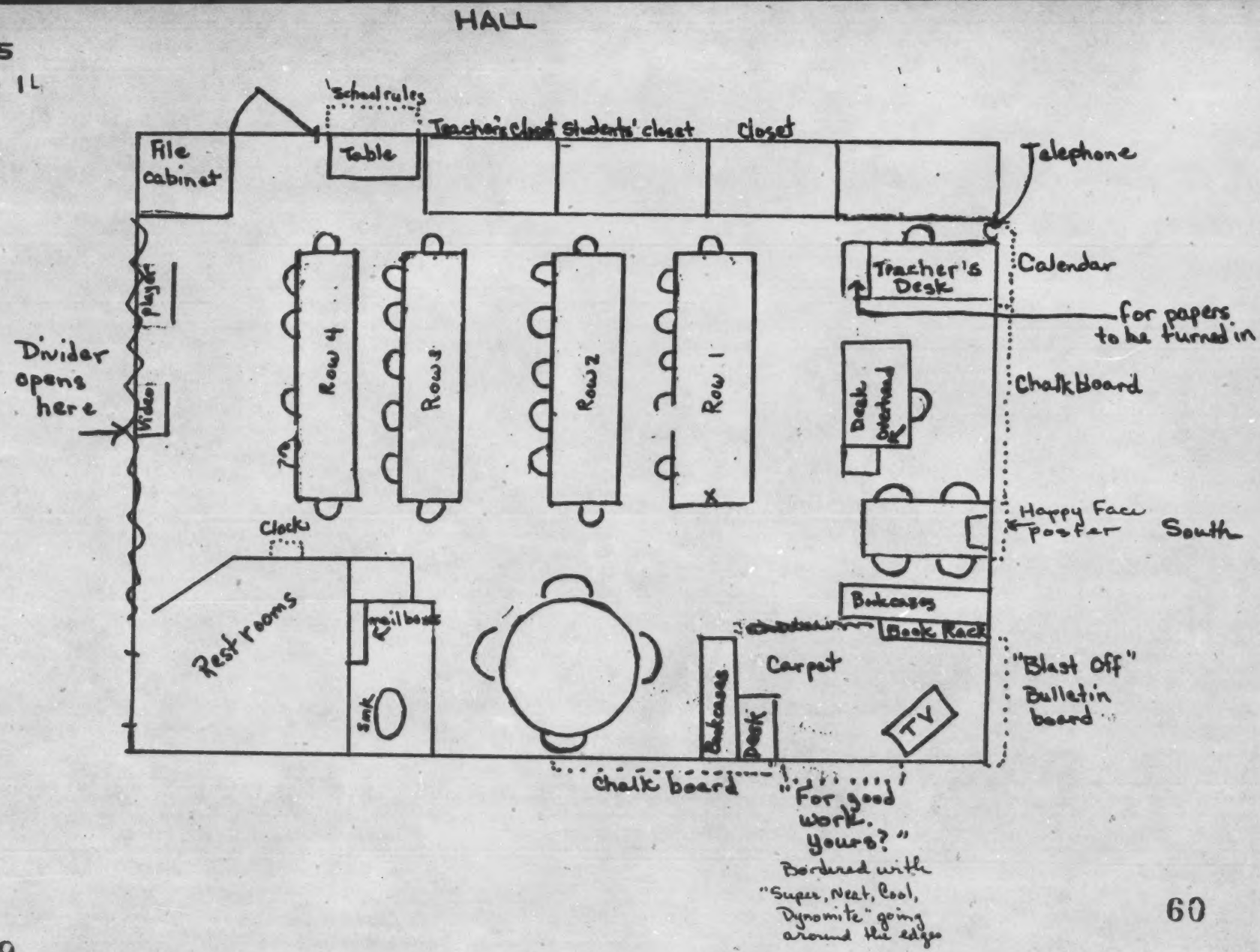
Observer 05 # Students Present 24 Page 25 of 25

START: 11:05

BEG	END	ST. ENG	
			1. back and she gets row one to sing the song. Then row two, row three,
			2. followed by row four. Some of the students are not paying very much
			3. attention. The teacher says, "What I really like about row one is that
			4. they are the first ones to sing this song, and now they are very pa-
			5. tiently waiting for everyone else to finish." These compliments which
			6. she makes to the class are generally followed by the desired behavior.
			7. The other rows now patiently wait for the others to finish, etc. This
			8. is a very consistant and regular positive reinforcement program which
T 11:13			9. she keeps going and keeps going very very consistently. Bell signals—
			10. the students are to line up for music. She tells them exactly how they
			11. are to line up and where they will be going. She says to the class,
			12. "Look at M_____ respecting V_____'s space. She is not crowding her,
			13. she is respecting her space. Fantastic!" As the other students walk
			14. up to get in line, now, they are keeping more space between them. She
			15. calls all the rows one by one, and these children line up. She goes
			16. down the rows and she says to them, "All these children until right here
			17. are on silence. When we are in a line, we are always on silence." The
			18. room is quiet. The students are quiet, and ready to walk out the door
			19. and leave for music. The line files out and the light is turned off.
			20. And, they walk silently down the hall.
			21.
			22.
			23.
			24.
T 11:15	T 13		25.

STOP: 11:15

School 5
Teacher 1L
8/29
655



59

60

JKK

[redacted] 09 [redacted] 03 9/1 am

[redacted] 01 22 1 15

Begin 7:50, End 10:11, Total 2:21

7:50 I noticed these changes in the room, since I observed on Monday: the reading circle or library center on the south side of the room next to the windows is no longer enclosed by book shelves which on Monday I noticed blocked the view of the ~~room from~~ from the room the reading circle, and also limited access to it; a single desk and a chair has been set up near the teacher's desk and has stacks of paper on it that look like ditto sheets. I had a brief discussion with the teacher before the students came in. She told me that the schedules for her class had been changed twice since Monday (PE and Music schedules) and that she and the teacher next door are still trying to set up a time for Spanish bilingual Ed. in the afternoons. Since this teacher does not speak Spanish, she will teach social studies and science to both of the classes and the other teacher will do Spanish for both of the classes. HOwever, it isn't settled yet as to how they will do this (this is the ~~fifth~~ fourth day of school.) Also the teacher realizes just now that this is the second odd calendar day in a row which means that the kids will have PE for the second day in a row. She tells me that she had made arrangements for the resource teacher to do something with some of the kids, but if they are going to be in PE at that time, then those arrangements are not feasible.

T 7:50 The students come in and some come up to the teacher and are telling her good morning, asking her what they are going to do that day. As they arrive, she is doing something with the easel, or else setting up materials in the listening center (I think probably the latter). She says to me just before they enter that the kids are being allowed in at 7:50 instead of 8:00 and i seems to imply that they are supposed to

Class 09 Class 03 9/1 am

Activity 01 Students present 22 Age 2 15

stay until 8:00 in the gym. The teacher from next door comes in and comments on the same thing with this teacher (it's my impression they are not happy with their coming in this early.) There is much noise as the students enter. They go to their seats. Some of them go to their seats, and talk to one another. At least one boy knocks over a chair. There is a fair amount of shuffling and moving of chairs. The teacher says very quietly to the children, "Boys and girls," and then repeats, "Boys and girls, you are supposed to sit down and be quiet," However the children don't really attend to her. She leaves the room with a child who is sick after asking me if I mind watching the students. She says the other teacher is right next door, and that she will be back in a couple of minutes.

~~Dead time~~ D7:55 ~~D~~ 7:55+ The students by this time are mostly sitting in their seats, although a few are in motion. There is no apparent assigned task. The UT observer, Ms. B——, comes in and several students greet her. The principal sticks her head in the door and says Good Morning to the students. The teacher comes back in with the same child. She says to the class, D7:58 "Boys and girls, the principal has asked me to remind you to go to the gym when you arrive in the morning. Don't play outside on the playground." There is a brief discussion of this, centering on the fact that no teachers for ~~K-4~~ K-3 are outside to supervise [redacted] them. (Apparently the 4th and 5th graders get to play outside in the morning because their teachers are out.) During this discussion, the teacher ask "H—, are you following Rule #4?", which is, that there is to be no talking. H—— doesn't answer and she has him look at the rule and reminds

CO

about listening while she talks. Even though she has asked him about the rule, she doesn't get a response from him. The teacher turns back to the class and announces that it is another odd day, so they will have PE again. During all of these announcements, there are many spontaneous comments from the students to the teacher and she usually listens and says something in reply. A_____ raises her hand during this discussion and the teacher says "Thank you for raising you hand, A_____," but before she can hear A_____'s question, she still has to ask other students to be quiet. Then she has roll call. Everybody is present today. The child who is supposedly sick is lying down on the rug in the library center. She is left alone for the rest of the morning and I didn't see the teacher pay any more attention to her. The teacher announces, "We have a flag, class; it's a homemade one, colored on paper." (It looks as if it has been made by a child. For some reason this classroom has never been given a real flag, as the other classrooms have.) There is quite a bit of noise, and she says, "Boys and girls," to get their attention. She reminds one boy, H___, of his behavior contract. This is his last day to behave, she says, or he moves to another table tomorrow (after the morning's observation, it wasn't clear to me what his contract was, of if the teacher were systematically keeping up with his behavior or not.) There is a question from students of where the flag is going to go when it arrives and the teacher responds by discussing this for a few minutes. (later note: By the end of the three week period she still didn't have a flag.) Then they stand and say the pledge.

T 8:06 The teacher announces, "Everyone who goes to Ms. B___, who is the UT observer, please go now." From 5-7 students go over to the reading

circle with Ms. B___. (I don't know how they knew who was supposed to go. This was apparently decided earlier. The teacher then addresses the rest of the the students left in the room, saying, "Boys and girls," and starts in with a series, "I like the way So and So is listening." She names several students who are waiting quietly for her. When she get the attention of most of the students, she say, "We have several things to do today. This is the last day you have to make something for your Me Books." (Apparently, this is a book she is having ~~the~~ each student make with alot of things in the book about ~~themselves, and~~ him or her They are to take ~~it~~ their books home to their parents at the end of the week. It looks like something that has been worked on everyday during the week.) The teacher moves over to some shelves next to the window on which she has placed some laminated stories and says, "One of the things you will do today is that you will go to this center, and come here before you do the art work." The materials at that center consist of stories which the students will read and copy by filling in their own names in some of the blanks. The teacher says that they can choose to do either one or two stories and that these will go into their Me Book to be taken home. She gives some explanation of why it might be better to do one instead of two, since it would be neater for their parents to see. (I didn't feel that the explanation of what they were to do was really very clear.) She says the "After you copy the stories, you can do the art work and illustrate your book," and she walks over to the table by her desk, where the materials are placed to do these illustrations. There is a discussion of the meaning of "illustrate." Apparently, they are to draw pictures of what

T8:07

their book tells about. She asks, "Does everyone understand?" And doesn't wait for an answer, but repeats the explanation anyway. Then she describes the work at the listening center, which will be listening to the tape and following along in a book. And then she holds up and describes the dittos to be done. The students are to write in small letters beside the large letters and to reorder words in scrambled sentence. She says that they will not have to do a sheet on alphabetizing since the did one yesterday and they did okay. (Since this is a class of second and third graders, I wonder what range of abilities she is trying to cove with these assignments. So far there has been no differentiation by ability grouping. The students are divided into groups for working but they all end up doing the same thing over the course of the morning.) She then says, "The blue group will go to the listening center; the green group will do dittos; the yellow group will do their books." One girl starts to get up and move, and the teacher ~~corrects~~ tells her to wait and continues. "The pink group and the orage group will go to the library center. Now does everyone know what to do?" She answers some questions. The kids T8:13 T8:14 get up and go without a definite signal from her. (I don't know the basis of her grouping. I also wonder if a smaller number of groups would be more easily handled.) She walks over to the listening center and I hear her tell the students there that the first one is broken. (I don't know what she is referring to.) The students are starting the cassette tape themselves, but they are having some problems. The teacher comes over to check on them and gets the tape started. It is audible because there are no ear plugs for the students. The students are to read along

09 03 9/1 am

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with the tape. It is a song and a story (and doesn't work on specific skills as some tapes do.)

~~8:16~~ 8:16 I The group at the listening center is fairly loud since they are reading aloud, along with the tape, which is also turned up fairly loud. No one else in the classroom seems distracted as yet. (I wonder how this will affect the reading group, which is with the UT observer, since they are right next to the listening center, separated only by a bookcase. They are apparently reading silently. One student's chair in this group is especially close to the listening center and one student at her desk is also very close. If I were the students in those positions, I think I would be distracted by the tape, especially since it is going to be repeated throughout the morning.) The teacher goes to her desk and begins testing a student who has been at his desk working on dittos. (Throughout the morning, the students are taken from their activities and given these reading tests.) During the test, the teacher gives one quiet correction to the students at the listening center, but they don't seem to pay too much attention to her. (I think they are having a good time reading, and singing along with the tape. The reading seems very easy to them.) The teacher gives a quiet, "Boys and girls," with her finger to her lips, for those students in the library center who are next to her desk and who have picked out books to look at. An adult comes into the room, but doesn't deal with the teacher, and instead goes to the UT observer and watches her. There is a question to the teacher, from the listening center group about how to rewind the tape, or whether they should. The teacher either doesn't hear or ignores them, and the students go ahead

and start to rewind the tape themselves. B___ is up out of his seat, where he has been working on his dittos, and goes over to help them. They get another tape started. The students at the library center have apparently chosen their own books (I heard no directions from the teacher about this or about which books they were to choose.) Some are sitting in chairs and some are on the floor. B___ has gone back to his desk, but returns to the listening center. The teacher looks up from her testing and says quietly, "Boys and girls" to those that are at the library center. (I see no noticeable effect on the students.) The teacher turns back to her testing. B___ now has wandered over to the library center. There is no response from the teacher yet about his movement. Now he is back down in his own chair. (Remember that he is on a "behavior contract"

8:30 ~~8:30~~ 2 There is another mild correction from the teacher with her finger to her lips, from where she is sitting at her desk to the students at the listening center who are becoming noisy and active. The teacher turns to a student at the library center and asks him to whisper instead of reading aloud. (I didn't think he was nearly so obviously noisy as the students at the listening center, or for that matter, as the tape itself at the listening center.) The songs and stories on the tape, I think, are much more appealing than the rest of the work the students have to do that morning. It's easy for me to imagine it's distracting other students. (It's distracting me!)

T A kitchen timer rings. (This apparently is the signal to change groups.) The students go back to their seats; there has been no warning given that this change has been coming up. The students at the listening center leave the tape as it is; not rewound. The teacher stands up and

says, "Boys and girls, I like the way _____ is listening." She reminds them about the rules about being quiet, because the observer and she are both listening to people read. She says, "The people at the listening center should read quietly." (Again, I thought to myself that the tape was noisier than the kids working.) During her instructions two students get up to go to the pencil sharpener and she quietly and calmly corrects them. She now says to the large group what each group is to do now and reviews the same activities that were described earlier. These students get up and go to the activities and the teacher goes to the listening center to show the students there what books they are to use. She turns and says, "Boys and girls" to the rest of the class, but doesn't wait for their attention. She then goes back to her desk and begins testing again. She says to two boys at their seats, "I like the way you're working." Despite the transition between activities, the group with the UT observer has not changed. Now there is no one at the library center. The girl who felt sick earlier this morning is still sitting alone at her desk, with her head down.

T8:39

AH 8:41

I have noted the following changes in the bulletin boards since Monday: The rules have been posted on the board just behind the listening center and are (1) You raise you hand for permission. (2) Walk inside at all times. (3) Talk quietly. (4) Listen when others are talking. (5) Respect other people and property.

3

Two girls begin putting folders on the students' desk following teacher directions, but I don't know why they are doing this. The teacher is still at her desk giving tests. She says, "Boys and girls at the ...

listening center, listen to the story." There is little reaction from the students who were beginning to socialize. The teacher turns back to testing. Some students are now up to the library center, and some go up to the teacher's desk while she is between tests, and she interacts with them. She gets up and circulate Several students - at least seven - are now up out of their seats and she sends one or two of them back. As she is circulating, she says, "Boys and girls," and then says, "B___, you should be sitting down, you've got alot of work to do." He goes to his seat, but doesn't start on his work. The teacher doesn't follow up on this. The teacher goes to the listening center and briefly checks on their progress. The students at the reading circle with the UT observer are now writing and using chairs as desks. The teacher goes back to her desk, and calls B___ up. She says to the listening center from across the room, "You're too loud since you're next to Ms. B___'s group, you've got to whisper or not talk at all. Follow Rule #3." (Once again I want to emphasize that they were no louder than the tape was.)

~~8:58~~ The timer rings. There is no response including the teacher. Billy is in his seat with his hand up, but he puts it down when he gets no response from the teacher.

T8:59 The teacher says to the class, "The bell went off and you should have immediately gone to your seats. When I'm busy, I can't tell you every time." The students then start going to their seats.

D8:59 ~~9:01~~ The teacher continues with a reading test at her desk.

D9:01 Then she turns to the class and repeats her description of the same activities and which group is to go where.

09 03 9/1 am

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She says, "Last time, everyone got a little bit loud. I want you to concentrate on talking quietly and only talk if you feel the need to talk. Don't talk just to socialize."

T 9:04 (During her presentation, I felt that many students were ignoring her.) They go to the groups when the teacher says, "You may go to your groups now." Despite this change in activities, the kids are still with the UT observer at the reading circle. The teacher goes to the listening center to say, "Now only one person at a time can handle the recorder." This was in responce to two students beginning to argue over who was goin to start the tape. (The rules are not posted near the listening center about its use, and I have not heard them discussed.) The teacher says to the class, "I like the way ____ and ____ are working quietly." The tape comes on in the middle of her praise, singing a song about Brown Bear, Brown Bear, what do you see? However, I think that few were listening to her public praise anyway. The teacher goes bac k to her desk and starts another test. (At the beginning of a new round of activities things are always a little quieter than they are later on into the activities.) Most students are now working at their desks. There is one at the library center, four at the listening center, and the same five still with the UT observer. Some students go to the teacher's desk while she is testing. (I'm not sure what responce they're getting.) An adult comes into the room, goes up to a student, and takes him out of the room. She does not talk to the teacher before doing this.

9:14 5 ~~(9:14)~~ The teacher reminds the students at the listening center not to to sit on the benches, because they'll break. These benches are made

of particle board and are placed on cinder blocks (I'm not sure what they're used for, if not for sitting. It may be that the teacher intends to reinforce them with another cinder block later on. These have been here since the first day.)

T 9:19 ~~tran~~. The timer rings. The tape is turned off and some students start to move to their seats. The teacher is through testing and so some kids go to her desk. The teacher says, "Boys and girls," and students who did not start to move when the timer rang then go to their seats. She says, "I like the way ____ is listening; I can see her eyes; okay, can everybody hear me? We'll wait until everybody is ready." She calls a boy to come out of the bathroom, because somebody else is already in there. When the group is together and fairly quiet, she repeats the instructions for each group. She has to ask if the yellow group has been to the listening center yet. She says to C____, "Are you following Rule #4? Now

T 9:25 ~~end~~ boys and girls, when I'm talking you should be listening."

She does not push for their atte tio.

Not all students are listening to her reminder about listening. The students go to their groups; there is only one in the listening center now. (I think this is because she is the only one in the yellow group who isn't in the reading circle with the UT observer.) ~~Again~~ Still the same five students are in the reading group with the observer. The teacher goes to her desk and has a conference with B___ about his behavior. (I can't tell from my time here this morning that B___ is any worse behaved than some of the other students, although he does move around the room alot.) The teacher begins another test, after sending B___ back to his seat. She corrects two boys about ~~working~~

their story copying, at the bookshelf instead of in their seats.

6 Some kids go up to the teacher's desk, but she sends them away. A student goes up to her desk after this and reminds her that she hasn't started the timer. The teacher makes a face, looks at the clock and starts the timer. X

1:35 ~~9:35~~ Two or three students have gone to the overhead projector in the back of the room, and the teacher calls from her desk that they are to leave it alone. She gives them a more severe warning than she usually delivers. (It seems to me that there has been little teacher checking of progress throughout the morning except for correction of obvious off-task behaviors. There have been no interactions with the UT observer; the aide isn't here today. Therefore most of the teacher's contacts with students, except for the reading testing, have been announcements to the entire class and individual behavior corrections.) Several students have now gone to the library center. (There are to my knowledge no rules about the number of students allowed there at any one time. There are now only four there and I wonder if the teacher motioned some away while I was writing this.) X

T:9:43 The timer rings. The reading group w/ the UT observer breaks up at this time too. There are several instances of praise delivered: "I like the way that ___ is ready; thank you ___" and so forth. She says to the class, Boys and girls, listen so you'll know what to do. Now this is the last one. (The observer, who has been sitting right next to the listening center and has been hearing the story of Brown Bear about 3-4 times, is relieved that this is the last one.) She repeats the instructions again. These are the same

ones given during every transition. She is saying more than which group is going to which location; ~~But~~ she is repeating a little bit about what they are to do where. She reminds Reuben to wait until her instructions are over before moving to a new activity. The kids go to groups.

T: 9:46

Two more students are already with the UT observer before the teacher gives the signal to break up the group, or move to new activities rather. (It seems to me that the UT observers work independently of the classroom's schedule or any routines, and that the observer simply collect the students as they need to.)

~~9:46~~

The children scatter to their activities, and some gather around the teacher. She moves to the listening center to get the two students there settled, and reminds them again about not sitting on the particle board benches.

7 There is a question from an individual at his seat about what he is to do, and the teacher repeats the instructions that she has already given about the seatwork. She now circulates, repeating instructions as necessary, and spends a few minutes with two girls having a sociable conversation about coloring and what they like to do. The teacher leaves the room and goes next door with the other teacher who has come to get her. As she leaves, she says quietly, "Boys and girls, I'm going next door for a minute." There is little attention paid to her. She comes back in after about half a minute and saying (with a note of anger in her voice, although not much) "All boys who have been to the bathroom this morning come up here." The boy students can't decide who has been to the bathroom, and have a somewhat humorous period of time arguing with one another about who's been and who hasn't. (They know something serious

~~is coming off.)~~ ~~The teacher calls up all boys for a group~~ conference.

I can't hear what she is saying to them. The other teacher sticks her head in the door to say to the class, "Whoever did that is going to clean it up. I'm not a janitor and I don't do janitor's work, and the janitor shouldn't have to clean it up either." She turns to me and explains that two packages of toilet paper have been torn open and scattered around the room. The teachers are trying to determine who has been in the bathroom and who did it. The teacher asks the UT observer who she knows has been to the bathroom this morning, and who hasn't been from her group. The teacher leaves the room again, saying to a couple of students on her way out that it is wasteful to do such a thing and it costs the school money. Meanwhile one of the girls is washing her hands in the sink next to my chair, very slowly, very carefully with lots of soap.

9:59 ~~9:59~~ The teacher is still out; she comes back in to say, "Boys and girls," at the front of the room. Most give her their attention. Two are still at the sink, washing their hands, very carefully. (It's my impression that the students are going to pay attention to her because they want to find out what's happened.) She says with as much severity as I have heard from her, "This can't happen again; if you see it on the floor, come tell me. Everyone in both rooms says that they didn't do it. Now I know that I didn't do it. Ms. B— (the UT observer) didn't do it. Mrs. A_____ didn't do it. So I don't know who did it. Somebody must have. Don't let it happen again. (~~The~~ This observer is relieved to be absolved of all guilt in this matter.)

10:00 The teacher says, "Now let's get things ready to go."

8 She corrects those who didn't respond to her signal and gives several

09 03 01 22

9/1 am

praises to those who did. She corrects B—— and Y——. A minute later, she praises the second graders, including Y—— for listening to her. There are some students in the bathroom, and one at the sink. Meanwhile the teacher reminds the rest of the class to remember the line rules, and says what are the line rules, M__ ?" She has to quiet the class down, in order to ask the question about the line rules. She gets an answer from some one and thanks him for raising his hand. There is a brief discussion for the reason for having quiet in the halls, while in line, although not all students are participating in this discussion. There is an interruption from the class as two students come in from the office. They leave. Then the teacher says, "Now stand up quietly behind your desks" They do so and she turns the lights out. Some more students then go to the sink to wash their hands. She says, "Boys and girls, now boys line up," and she corrects those at the sink for taking so long. Finally all students are in line and they leave the room quietly.

T:10:11 End

10:11

NARRATIVE

Teacher # x School # x Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 1 of 7

START: 8:22

BEG	END	ST.ENG	
			1. Three students are in the room apparently studying. The teacher is
			2. working at his desk. Some students ask the teacher questions which he
			3. answers from his desk. The questions seem to be about the homework.
			4. On the blackboards are some drawn angles and the week's assignments.
			5. On the bulletin boards - Good work is posted, there is a number line,
			6. Bonus Points, Class Rules (list), Activities, Fun With Numbers (cartoon
			7. and a poster), Odds and Ends (announcements, etc.). On the blackboard
			8. at the top center is a clothespin with a red sign saying "Quiet Period."
			9. That appears to be what is going on now. The teacher is now working
			10. with a student at the blackboard.
			11. The class rules listed are: 1. Bring books and other materials every
			12. day. 2. No talking after the bell, except during activity period.
			13. 3. Gum is allowed if it is properly used. 4. Raise your hand before
			14. speaking during discussion.
8:25			15. Warning bell rings. There are about 12 students in the room. Most of
			16. the students are sitting quietly at their desks which are basically
			17. arranged in 6 rows of 5 desks each, facing the largest blackboard and
			18. the teacher's desk. A table with 4 chairs is at the side of the room.
			19. The teacher's desk is at the front side of the room, away from the door
			20. and next to some shelves on which are activities, etc.
-8:30			21. Bell rings. Only two students continue to talk. The teacher introduces
			22. the observer to the class then closes the door. The PA announcements
			23. begin. The teacher takes some notices to a student. There are 19
			24. students in the room. 2 more students come into the room at 8:32. The
	T-8:36		25. students are all quiet during the announcements. When the announcements

OP:

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 2 of ?

START: 8:36

BEG	END	ST.ENG	
T-8:36			1. are over the teacher begins class immediately. The first thing he does
			2. is hand out papers to students. They appear to have a grade on them -
			3. points circled on the papers in black. Two students sharpen pencils
			4. while the teacher erases the blackboard. Teacher puts five math
			5. problems on the board. A student comes into the room and gives the
			6. teacher his tardy excuse then sits down. Teacher reads it and puts it
			7. on his desk.
	T-8:37		8. The students appear to be copying the problems from the board. The
			9. teacher must have made up the problems as he did not copy them from a
			10. paper or book. Teacher hands out more papers. Teacher responds to his
			11. name when it is called out then bends down and talks quietly with a
			12. student.
8:40			13. Teacher is still handing out work to the students, apparently corrected
			14. by the teacher. Students work the problems on the same sheets that
			15. were handed back to them first by the teacher.
T-8:42			16. Teacher asks for the warm-ups to be passed in. Students pass papers to
			17. the front of each row and the teacher takes them up.
8:43			18. Teacher says they will now check the assignment from yesterday. Teacher
			19. tells the students to exchange papers with another student to check them
			20. Teacher repeats the page numbers of the assignment.
	T-8:44		21. Teacher is calling out the answers to the homework problems from the
			22. Teacher's manual. He is standing at the front of the room. Most studen
			23. have their books open. Teacher asks if anyone needs any answers repeate
			24. A student raises her hand. Teacher calls out her name then she says
			25. which number she wants repeated. Teacher calls out the answer again

TOP:

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 3 of 7

START: 8:46

BEG	END	ST.ENG	
			1. then goes on with the next group of answers. At the end the teacher
			2. asks if there are any answers they want repeated. Several students
			3. raise their hands then wait to be called on before asking to have
			4. one repeated. Teacher asks if the students want any additional work.
			5. No response from the students. There is a little talking among the
			6. students but it appears to be task-related.
T-8:47			7. Teacher tells the students to pass in the homework to the front of the
			8. rows then takes it up.
	T-8:48		9. Teacher tells the students to "turn to the topic of triangulation."
			10. The teacher begins his explanation by drawing a tree on the blackboard
			11. at the front of the room. When the students laugh at his tree the
			12. teacher says, "I never was an artist."
			13. A boy gets up, takes a paper to put on the teacher's desk (homework?)
			14. then sits down. There is no comment from the teacher.
			15. Teacher has erased the first tree and drawn another. The students
			16. laugh again. A boy says, "I liked the first one better." Teacher
			17. smiles but says nothing.
			18. One student is putting a cover on his textbook. Another student
			19. appears to be copying some math problems. J_E ___ seems to be writing
			20. a letter or note. The teacher ignores another student who has his
			21. head on his desk.
			22. The teacher has drawn a small triangle beside the tree and is showing
			23. how the height of the tree can be estimated by using the smaller triangl
			24. A student turns around & comments to a student behind him. The teacher
			25. walks forward, appears to talk to him directly, though addressing the

STOP:

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 4 of 7

START: 8:53

BEG	END	ST.ENG	
			1. whole class. The boy looks up at the teacher as a result. This seems
			2. to be a good attention getter.
			3. The teacher pulls down the overhead projector screen at the side board.
			4. He plugs in the overhead projector then gets it set up. Teacher has
			5. his transparencies ready to use. He is talking to the class all the
			6. while he is getting the projector set up. Teacher then walks over to
			7. his desk to get a grease pen. He is still talking while he is walking.
			8. Nearly everyone seems to be watching him.
			9. A girl passes a note to Pam who opens it and reads it. I can't tell
			10. if the teacher sees this. A student comes into the room, gets the roll
			11. sheet then leaves the room. No interruption of class. I didn't even
			12. see the teacher put it there.
			13. Teacher is allowing call-outs during the discussion. Teacher walks
			14. over to the front of the room, seems to try to get contact with all
			15. of the students, especially those in the back of the room far from the
			16. projector. Most of the students seem to be attentive.
			17. There is some gum passing. Three students appear to be doing math
			18. problems or writing.
9:00			19. Teacher encourages students to figure out different ways to find answers
			20. Teacher has been using the side blackboard, then he goes back to the
			21. tree at the front. The transparencies had similar triangles and
			22. teacher was illustrating how one can find the length of sides on a
			23. triangle by using a smaller one with the same angles. Most of the
			24. students seem to understand. All but two seem to be concentrating on
			25. what he is saying. The other two appear to be gazing around.

STOP:

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 5 of 7

START: 9:06

BEG	END	ST.ENG	
T-9:06			1. Teacher tells the students to get out a piece of paper. "This is the
			2. beginning of your assignment." One student sharpens his pencil. Two
			3. students go over to the teacher's desk. A boy gets a piece of computer
			4. paper to use. Teacher has a new transparency. More students go over
			5. to get computer paper off the teacher's desk.
	T-9:07		6. Teacher starts discussing the triangle on the transparency. Several
			7. students call out, "Are we supposed to draw that triangle?" Teacher sa
			8. yes. M___ says, "What are you going to make us do?" Teacher writes
			9. on the board what the students are supposed to find, i.e., which side
			10. of the triangle. Teacher then walks around and answers a question.
			11. There is a very low din, students whispering. Teacher then responds to
			12. a raised hand as he circulates.
9:10			13. J_____ does not seem much interested in what they are supposed to be
			14. doing. She writes something but then goes back to talking to a boy.
			15. P___ and K___ are looking at a book on vampires. Then they pass it bacl
			16. to D___ who looks at it while the teacher discusses the math problem
			17. on the projector.
			18. T asks the teacher a question about a different shaped triangle. Teac
			19. er says, "All right, T__. Let's hold off on that for just a minute
			20. and come back." After teacher finishes discussing the problem, he
			21. calls T__ up to draw an example of the triangles he was talking about.
			22. Teacher then takes his drawings and makes the point T__ wanted to know
			23. about. Some students call-out and teacher responds to them. Two stu-
			24. dents are talking off and on, one girl is sitting sideways in her seat
			25. and appears to be copying off the paper of the girl behind her.

STOP:

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 6 of 7

START: 9:20

BEG	END	ST.ENG	
T-9:20			1. Teacher tells students to look in their books at their assignment for
			2. homework. Teacher then writes the assignment on the blackboard at the
			3. front of the room. A girl asks if they can do it on the same paper
			4. they have been working on. Teacher says yes.
	T-9:21		5. Teacher tells the students to get started.
			6. Two students complain about the cold air in the room. Teacher explains
			7. that he will do something about it. There is some student talking
			8. while the teacher is explaining. J____ gets up and leaves the
			9. room (to go to the bathroom? If so, what is the procedure?).
			10. Teacher goes over to K___ , who is looking at the vampire book, and quic
			11. ly tells her to put it under her seat. Apparently about 4 students have
			12. been looking at it. A boy has moved to the table to work. The boy
			13. tells the teacher about something that had happened to him. Teacher
			14. listens then goes around to help students with the problems. A boy
			15. is talking with two other boys, not about math. After several exchanges
			16. one boy says that M___ studies about two hours a night. McKay says,
			17. "I do not. I did my math on the bus." Teacher ignores the talking.
9:25			18. Now there are two boys at the table working. P__ leaves the room.
			19. J____ went somewhere but left her stuff.
			20. K___ has the book back out. Teacher sees her, repeats for her to put
			21. it away. She seems to be avoiding working.
			22. The two students working together are talking. A boy walks over to
			23. them to talk to them. Teacher walks by and says nothing. I think their
			24. talk turns into a social chat but it is very quiet and teacher says
			25. nothing. Its close to the end of the period.

STOP:

NARRATIVE

Teacher # X School # X Subject # 2 Period # 1 Observer # 07

Date 5-9-78 # Students Present 22 Page 7 of 7

START: 9:30

BEG	END	ST.ENG	
			1. J____ comes back into the room, and then D___ too. Teacher says
			2. something else to K___ but she still doesn't go to work.
			3. Teacher is responding to raised hands. A boy is helping D___ at the
			4. table. Teacher goes over to help them. Another girl leaves the room
			5. (to go to the bathroom?).
T-9:35			6. Bell rings. Teacher says, "See you tomorrow." Students gather up
			7. their stuff and file out of the classroom, chatting.
			8.
			9.
			10.
			11.
			12.
			13.
			14.
			15.
			16.
			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP: 9:36

NARRATIVE

Teacher #_____ School #_____ Subject #_____ Period #_____ Observer #_____

Date _____ # Students Present _____ Page_____of_____

START:

BEG	END	ST.ENG	
			1.
			2.
			3.
			4.
			5.
			6.
			7.
			8.
			9.
			10.
			11.
			12.
			13.
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			15.
			16.
			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP:

Procedures for Dictating Narrative Records

1. Begin every side of every tape with:

   This is side ___ of tape ___ of teacher number ___
   at school ___ by observer ___ on _____(date)
   in the ___ (am or pm). There are ___ students
   present.

2. In dictating your narrative, when you come to a line where transition times, dead times, or student engagement times were noted, say:

   Beginning of transition time: 10:35
   Student engagement rating 3 at 11:05
   End of dead time: 10:00
   etc.

   This way, the typist will note the times at the appropriate place on the narrative.

3. After dictating the narrative, LOOK AT THE NARRATIVE OUTLINE, AND MAKE SURE THAT ALL APPLICABLE QUESTIONS ARE ADDRESSED IN YOUR NARRATIVE.

4. End the narrative by saying:

   End of dictation of narrative for...(and repeat ID information)

   Check to be sure tape was recorded and is understandable.

5. Place the finished tape back in its case, and give it to Betty so she can list it for future reference. Note on the outside of the tape the relevant ID information.

6. Turn in your rough notes to the file in the Pit, along with the other forms.

STUDENT ENGAGEMENT RATINGS

STUDENT ENGAGEMENT RATINGS

At fifteen minute intervals, the observer should complete a Student Engagement Rating. This consists of 1) three kinds of information about the classroom context at that time, and 2) the number of students who can be classified in each of nine different categories of engagement. The observer should complete the first rating sometime within the first 10 minutes, and then maintain a 15-minute interval between all subsequent ratings. To determine during which minute to take the first SER, use the random number sequence on page 10. Cross off each number after you use it.

Description of Classroom Context

In order to provide information about the context in which the engagement rating was taken, the observer should code the format of the classroom, the topic on which the class was focusing, and the number of students in the class at the time the rating was taken.

Classroom Format. There are 12 categories available to describe the format of the classroom. The first 9 of these categories describe ways in which the teacher may organize the class for instruction. Basically, the 9 categories deal with:

--The focus of the teacher's attention; that is, to which part of the class s/he is directing his/her attention, and whether s/he is actively teaching something or simply monitoring the students' progress on independent work.

--The role of the students during the class; that is, the degree to which they are taking an active role in the activity and in what way they are participating.

Classroom formats 1, 2, and 3 are similar in that they all have the teacher focusing his/her attention on the entire class at once by teaching

something to them, and the students' attention is therefore supposed to be directed toward the teacher or something else of central importance. The difference between formats 1 and 2 is their content--whether academic or procedural.

1. Teacher presentation to whole class, academic in nature. In order to be classified as this format, activities in the room at the time must meet the above description, and in addition must focus on academic content. Some examples of this are: the teacher lecturing to the whole class; teacher asking questions and responding to answers from the whole class; teacher giving a demonstration; teacher reading aloud to all of the students; teacher working at the chalkboard; teacher leading a spelling or math drill; teacher using an audio-visual aid such as overhead projector, film, or television, to which the students are expected to attend; presenting assignments to the entire class; and checking work with the entire class. If four or fewer students are doing something different while the rest of the class is being taught in this format, then the category should still be used.

2. Teacher presentation to whole class, procedural/behavioral. To be coded in this category, the activities in the classroom must fit the description given above, and the topic must be classroom routines, procedures, rules, or behavior. This format is used more frequently in the first few weeks of school. Examples of it might be describing to the entire class the way that they are to care for their books, when they are to sharpen their pencils, go to the bathroom or pick up materials, how they are to hand in their work each day, how they are to make transitions in or out of the room, and discussion of rules with the entire class.

3. Student presentation to class. Examples of this would be a student giving a report to the class or a group of students presenting a panel discussion to the class. The teacher and the whole class will be listening to either the student or students give their presentation.

Formats 4 and 5 are similar in that the teacher's attention is being focused on a sub-group (usually a small one) while other students in the class are working on independent assignments or group assignments without any adult other than the teacher supervising them. The students who are not with the teacher are called "out-of-group" students. The differences between formats 4 and 5 have to do with whether or not these out-of-group students are working on independent or group tasks.

4. Teacher presentation to a small group with others in class working on individual assignments. All out-of-group students are on same task. This means that every out-of-group is supposed to be working independently on an academic assignment and everyone is working on the same assignment. A typical example is for the teacher to be giving extra help to a small group while everyone else in the class is supposed to be completing the same ditto sheet.

5. Teacher presentation to small group with others in class working either in small groups or on assignments by groups. A typical example of this is the teacher working with a group while other students in the class are working on group projects.

Formats 6, 7, and 8 are similar in that the teacher's focus of attention is not directed toward teaching a lesson per se, but in circulating around the room to check on students who are working on academic assignments. The teacher is the only adult responsible for monitoring the students work. The differences between formats 6, 7, and 8 have to

do with whether the students are grouped or not and whether they are working on same or different assignments.

6. Students are working in small groups with the teacher circulating throughout the room going from group to group. At least five students are engaged in some kind of group activity such as playing a game or reading the parts of a play. They are doing this without the direct supervision of the teacher except when he or she happens to monitor them. If assignments have been given by group, but the students in the group are not working with one another (i.e., they are still doing independent, individual work), it would be coded as format 8.

7. Individual activities. Each student is focused on his or her own individual work. All of the students are working on the same task. An example is the teacher telling everyone to work the same set of ten problems out of the math book, and then circulating around the room while they are doing it. If the teacher is actually conducting a class discussion by interspersing brief questions with written answers which are immediately discussed, the format is not coded as a 7, but would instead be coded as a 1, since the focus of the lesson would be the class discussion. The focus of format 7 is on the students all completing the same assignment, but completing it independently.

8. Individual activities. Each student is focused on his or her own individual work. The students are on different tasks. The only difference between this format and format 7 is that more than one assignment has been given to the students, so that not all of the students are doing the same assignment at the same time. There may be times when all of the students may be working on the same thing, and then some

students gradually begin to start working on something else. The convention here is that when fewer than five students are doing something different from the rest of the class, the format should be coded as 7. When five or more students are doing something different from their individual work, the format should be coded are 8.

9. Students taking a test. This format is basically the same as format 7, except that the students are taking a test.

10. Transition. This format should be used for both in-class transitions and transitions out of the classroom. In-class transitions include changes in topics and activities. For example, a teacher may clearly finish a topic and begin to introduce another, or s/he may say for students to put away the homework problems and take out the textbook to work on the next set of problems. When students are filing into or out of the classroom for a fire drill or assembly, etc., this should be coded as a transition.

11. Dead time. This format should be used when the entire class (or all but four or fewer) has been left in "dead time." The teacher has not given them any definite assignments or communicated any expectations to them about what they are supposed to be doing. An example of this might be finishing a public discussion five minutes before the end of the period and not telling the students what to do then, so that they sit at their seats. Another example might be students waiting for a film to be set up to be shown. Typically, dead time for an entire class is a short period of time in which the students are waiting for some transition to begin. It can also occur if the teacher is conducting a lesson and is interrupted or called aside, and she leaves the students without making provisions for their doing anything.

12. Other. If there is some activity which cannot be described by the preceding formats, the observer should code the format as 12. There should be a clear description in the narrative of what was happening in the class at that time.

Topic. The observer should note the topic or subject matter on which the teacher is concentrating at the time. If the teacher is addressing the entire class or a small group, the subject matter is the one that he or she is teaching. If the teacher is circulating about the room while the students are doing seatwork, the subject matter is that assigned to most of the students in the room.

Number in Class at Time. This should be the total number of students who were in the room and could therefore be considered in the Student Engagement Rating. This may not represent the number of students attending class that day, since students may be in the bathroom or in other places at the time of the rating. The number noted here should be the total noted in eight categories of student engagement for that rating.

Categories of Student Engagement

Definitely On-Task, Academic. Students falling in this category are those working on an academic assignment or receiving an academic presentation, and who are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity which the teacher is expecting them to be engaged in and attending to. In order to be considered academic in nature, the students must be reviewing old information or receiving new information from the teacher about some skill involved in reading, writing, spelling, grammar, math, etc., or some set of facts involved in these or other areas, or they must be using such skills or facts in

completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "on-task, procedural," below. It does include activities after assignments which are related to academic skills--reading library books, playing math games, etc.

Probably On-Task, Academic. Students falling in this category are those who are supposed to be working on an academic assignment or attending to an academic presentation, but who cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be those who are sitting at their seats with work in front of them, but who are looking up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, he might be resting momentarily before returning to work, or he might be daydreaming. The observer may not be able to tell by simply watching the student; however, it is also clear to the observer that the teacher would not be likely to correct the student for his behavior at that time; that is, it is not clearly off-task, unsanctioned behavior.

Definitely On-Task, Procedural. Students classified in this category are those who are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transitions, sharpening pencils, getting out new materials, or putting up used materials, turning in work, putting headings on paper, collecting books from other students, finding one's place in a textbook, and listening to a teacher give an assignment when this doesn't involve the teacher actually presenting

new academic information. (For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be on-task, procedural, but listening to the teacher say, "The way to add fractions is...," would be academic.) Sometimes procedural tasks involve the entire class (e.g., putting a heading on a paper for a test) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in a paper). It also includes class procedures such as passing out school forms, collecting money from students, or any other procedure intiated by the teacher for the sake of getting something done.

Probably On-Task, Procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example of this would be a student who is moving across the room, and you suspect that he is going to some shelves to pick up some materials, but it is not absolutely clear to you that he is doing this or just wandering around. The same category would apply to someone who is waiting near a supply area or waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

Off-Task, Sanctioned. Students are to be classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves going to the bathroom and going to and from the wastebasket.

Off-Task, Unsanctioned. Students are classified in this category when they are very clearly misbehaving and doing something which the teacher does not approve of. It is not essential that the teacher correct the students for them to be classified here. The definition of unsanctioned behaviors depends on the rules each teacher has established for his or her class, and therefore, what is unsanctioned in one room may not be unsanctioned in another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, being out of one's seat when this is not allowed, daydreaming, reading inappropriate materials, and visual-wandering.

Dead Time. Students should be classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

No Data (Can't See). If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include those who are working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, since these students are not counted in the "Number in Class at Time" for that particular rating.

FORMAT

1. Teacher Presentation to Class - Academic
2. Teacher Presentation to Class - Procedural/Behavioral
3. Student Presentation to Class
4. Teacher with Small Group - Rest of class on same task at seats
5. Teacher with Small Group - Rest of class on group assignments
6. Students working in Small Groups - Teacher going from group to group
7. Individual activities - All students on same task
8. Individual activities - Students on different tasks
9. Students taking a test
10. Transition
11. Dead Time
12. Other
13. Mixed

CODE

COMPONENT RATING/STUDENT ENGAGEMENT RATING

1. Teacher only present--in charge
2. Teacher in charge--another adult present (Student Teacher or Resource Teacher)
3. Teacher in charge--more than one adult present
4. Substitute Teacher in charge
5. Student Teacher in charge--Teacher present
6. Student Teacher in charge--Teacher absent
7. Other adult in charge--Teacher present
8. Other (Specify somewhere)

RANDOM NUMBER SEQUENCE

Use the first number you choose to identify when to take the first SER. Cross off the random number after you use it. Then make subsequent SERs at 15 minute intervals.

4	8	6	6	3	9	1	2	4	5
8	5	8	2	8	1	4	3	4	6
10	9	1	7	2	3	10	1	6	8
9	10	2	2	9	10	4	7	3	4

NOTE: In period 1 classes, or any other period when PA announcements are given, begin counting <u>after</u> these are completed.

Student Engagement Ratings

Teacher #_____ School #_____ Subject #_____ Period #_____ Observer #_____

Date _____ Number of Students _____

	1	2	3	4
Time				
Format/Code				
Topic				
# in Room				
# def. on, acad.				
# prob. on, acad.				
# def. on, proc.				
# prob. on, proc.				
# off, sanc.				
# off, unsanc.				
# dead time				
# can't see				

TIME LOGS

NOTING TIME INTERVALS ON THE NARRATIVE RECORD
AND TIME LOG

Since time is an important focus of this study, one very important task of the observer is to note the length of transitions and dead time when they occur in the classroom.

On the narrative record form, the two inches of space to the left of the numbered lines are to be used to note times as described below.

Noting beginning and ending times on pages. On the first line of the first page at the label "Start," the observer should note the time when the narrative begins. At the beginning of each new page, the time should also be noted. At the end of the last page at the label "Stop," the observer should note the time when the narrative was completed. (This should go on the last line even if the narrative doesn't fill up all of the lines on the page.)

Noting beginnings and ends of transitions and dead time. Whenever the observer is aware of a transition or dead time in the class, he or she should note it under the column labeled "Beg" as the time when the interval started, and a T for transition, a D for dead time or an I for interruption. (For example, T-9:27.) When either is completed, the observer should note the end time in the same way under "End." The line on which either time is noted should correspond to the narrative record where the transition or dead time is being described.

Obviously, there is much observer judgment involved in determining when to start and stop timing. Discussions of each use of time are presented below, but the observer should remember that there will be unclear situations. When these occur, note and describe in the narrative any circumstances which made it difficult to define the beginning and end times accurately, or which

made it difficult to arbitrarily define an interval as a transition or dead time. Whenever in doubt, time events as you think is appropriate, by noting as many times as might appropriately designate the beginnings and end, and discuss it with someone back at R&D. You will eventually want to turn in a set of matching beginnings and ends for a certain number of transition and dead times, but if you cannot make that decision on the spot, then record as much information as is necessary for subsequent decisions.

Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room. Some examples of transitions are: the students arriving in the classroom and getting "settled in"; the students moving between activities within the room; the students putting sway some materials and/or getting out new materials, whether moving or staying at their seats. The beginning point of the transition would be the signal that is given to the students to begin. Usually this is clear and comes from the teacher, although school bells may also be used. Remember to describe the activities which occur during the transition. The end of the transition is not as easy to determine. When it terminates in the teacher beginning a new lesson or activity which was the objective of the transition, then this should be considered as the end. When this does not occur, the observer should use as the end point that time when the teacher would define the next activity as starting. When some students have gone through a transition and performed the appropriate motions (such as moving from one thing to another or getting out materials), but do not begin the appropriate activity after doing so, the observer should still consider the

transition as complete but might note that a certain number of individuals had "gone through the motions" but were not actually beginning the new task.

Dead time is an interval of time in which a student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an activity. To be considered dead time and noted as such, a significant part of the class (5 or more students) should be involved. (Therefore, a single student who is at loose ends would not be timed, although the observer might wish to note this in the narrative if it seems important in terms of the teacher's organization.) If dead time has an obvious beginning, such as an interruption which distracted the teacher, then this should be noted as the beginning time. The ending time would be the teacher's return to direction of the students. If the beginning of dead time is not obvious, then the observer should note the time at which it became obvious that at least five members of the class had nothing definite expected of them. Again, the end time would be some definite direction from the teacher. Remember that the critical aspect of dead time is that the students have not been given anything to do. Therefore, students who are working on assignments and whose teacher is called away are not left in dead time. Likewise, if the teacher organizes something on the spur of the moment, even a game, then they are not in dead time. Needless to say, the teacher's action in each case should be described.

After the observation is completed, the observer should fill out the time log on the forms provided. This would include completing the identification field at the top of each page, and describing each interval of time in terms of the Start Time, Stop Time, number of students involved, and a brief description of the activity. The time log has space for three concurrent activities

to be noted, so that it will be possible to describe the different schedules of various groups in the classroom. If the class meets as a whole for the entire period then only the left hand set of columns will be filled. This time log should include intervals spent in transition and dead time, as well as intervals of time spent in actual instruction and work on assignments. If five or more students are in dead time or transition while the rest of the class is working on something else, then they should be placed in a separate column on the time log. When the time log is completed, it should be possible to follow the schedule throughout the class period for all of the students in the class. This does not mean that it should be done in terms of individual students, but rather in numbers of students in each subgroup who are following different schedules. An example of a completed time log is attached.

If the observer has more than three activities to note because four or more groups are following different schedules, s/he should use an extra page, rather than trying to squeeze all four on to the three sections of one page. When completed, the pages should be numbered consecutively and noted as "Page ___ of ___." If there is a continuation on a second page for a fourth group, that page should be numbered "2a", etc.

TIME LOG

Teacher # 05 School # 02 Observer # 03 Date 1-3-78 (AM) PM # in class 22 Page 1 of 3

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity
9:00	9:02	22+	Transition into Lang Arts Center - other class files in later. Students split into 3 groups. Teacher goes to game area and is in charge.								
9:02	9:02	19	Game Area-LAC Transition	9:02	9:03	14	Transition to Reading Circle in LAC	9:03	9:07	14	Transition to Exercise Group
9:02	9:23	13	Game Area-Students playing games with reading emphasis	9:03	9:23	14	Reading Circle in LAC Silent Reading and individuals being heard by teacher.	9:07	9:23	14	Exercise Group - Students doing individual exercs checking & noting folders
9:23	9:26	41	Transition - Putting away materials								
9:26	9:29	13	Transition from Game area to Exercise Group	9:26	9:29	14	Transition from Reading Circle to Game Area	9:26	9:37	14	Transition fro Exercise Group to Reading Circle
9:29	9:43	13	Exercise Group - See description above	9:29	9:43	14	Game Area - See description above	9:37	9:43	14	Reading Circle See description ab
9:43	9:51	41	Transition out of LAC - back to room								
9:51	9:53	22	Transition into room - Hanging up coats. Going to centers.								

TIME LOG

Teacher # 05 School # 01 Observer # 03 Date 1-3-78 (AM) PM # in class 22 Page 2 of 3

Start	Stop	#	Subject/activity
9:53	9:54	5	Transition - Snoopys to Learning Center
9:54	10:08	5	Snoopys - Learning how to do exercises w/ Teacher's help
10:08	10:10	5	Transition of Snoopys to Reading Circle
10:10	10:16	5	Snoopys - Reading Circle
10:16	10:19	5	Transition of Snoopys to Skill Box Area
10:19	10:42	5	Snoopys - Skill Box Area
10:42	10:46	4	Transition of Snoopys to Listening Center
10:46	10:59	4	Snoopys - Listening Center
10:59	11:01	4	Transition of Snoopys to Seats
11:01	11:34	10'	Snoopys - Seat work
		106	

Start	Stop	#	Subject/activity
9:53	9:54	4	Transition - Ducklings to Listening Center
9:54	10:09	4	Ducklings - Listening Center - Listening to Records Simultaneous Reading
10:09	10:10	4	Transition of Ducklings back to seats to do individual work
10:10	10:42	4-7	Ducklings - Seat Work
10:42	10:45	7	Transition of Ducklings to Reading Circle
10:45	11:08	7	Ducklings - Reading Circle
11:08	11:10	2	Transition of Ducklings to Skill Box Area
11:10	11:30	2	Ducklings - Skill Box Area
11:30	11:31	2	Transition of Ducklings

Start	Stop	#	Subject/Activity
9:53	9:58	6	Transition - Bunn to Skill Box Ar
9:58	10:16	6	Bunnies - Skill Box Area - Indiv Activities
10:16	10:20	6	Transition of Bu to Liskening Cen
10:20	10:33	6	Bunnies - Listeni Center
10:33	10:35	6	Transition of Bun to Seat Work
10:35	11:08	6	Bunnies Seat W
11:08	11:09	6	Transition of Bun to Reading Circl
11:09	11:34	6	Bunnies - Read in Circle

TIME LOG

Teacher # 05 School # 01 Observer #03 Date 1-3-78 (AM) PM # in class 22 Page 2a of 3

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity
9:53	9:54	7	Transition — Turtles to doing Seat Work								
9:54	10:16	7	Turtles (+extras) - Independent Work at Seats - From Blackboard								
10:16	10:19	4	Transition of Turtles to Reading Circle								
10:19	10:42	4	Turtles - Reading Circle								
10:42	10:46	4	Transition of Turtles to Skill Box Area								
10:46	11:08	4	Turtles - Skill Box Area								
11:08	11:11	3	Transition of Turtles to Listening Center								
11:11	11:23	3	Turtles - Listening Center								
11:23	11:25	3	Transition of Turtles								

TIME LOG

Teacher # 05 School # 02 Observer # 03 Date 1-3-78 (AM) PM # in class 22 Page 3 of 3

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity
11:35	11:40	21	Transition within room - Handing in papers - Discussion of Spelling								

TIME LOG

Teacher #_____ School #_____ Subject #_____ Period #_____ Observer #_____ Date_____ # in class_____ Page___of___

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity

COMPONENT RATINGS

GUIDELINES FOR USING THE COMPONENT RATINGS

1. Designing Lessons to Achieve Particular Purposes

   a. Describes objectives clearly. Has the teacher indicated what the students are to learn during the lesson? Look for indications of this in materials given to the students, written on the board or overhead projector, or listen for it when the teacher is introducing the lesson. It should be clear what the students are expected to know or to be able to do as a result of participation in the lessons. Rate the teacher high if there are various indications given to the students.

   b. The attention spans of the students are considered in the design of the lesson. Evidence that attention spans have been taken into account include provision for varied activities, things to do if students complete their work early, lessons that are not excessively long or repetitive and variations in teaching style to arouse interest/attention.

   c. Assignments for different students. The degree to which the teacher allowed for individual differences in aptitudes or interests in required or optional assignments. Rate a 1 if all pupils did the same thing; a 2 if there is some provision for differences, e.g., optional extra work; 3 if there is moderate differentiation in assignments, e.g., students are allowed to choose the level on which they work after completing a basic assignment; a 4 if there is considerable provision for differences, e.g., individual and group projects for many of the students; and a 5 if there is great attention to differences, e.g., extensive use of contracts for assignments.

   d. Occurrence of verbal class participation. Students participate in question and answer sessions, class discussions, group work, and other

opportunities either encouraged or accepted by the teacher. Rate a 1 if most students do not participate in the format of the classroom, either because it is unacceptable to the teacher or because the students choose not to participate. Rate a 5 if lots of students are involved in active participation throughout much of the class period. A 3 would represent the active involvement of most students during some portion of the period.

2. Locating, Constructing, and Using Materials

a. Uses a variety of materials. During a lesson or activity a teacher may use numerous media and materials, or may restrict the activities to a single set of materials. Generally, the minimum set of materials that will be used will be a workbook, textbook, or ditto handout accompanied by verbal teacher explanation and the blackboard or overhead projector presentation. Other materials or media include movie projectors, tape recorders, audio cassettes, manipulative materials, games, and supplementary reading materials, as well as teacher-made or pupil-made materials. Rate a 1 if the minimum set of materials is characteristic of the lesson. Rate a 5 if the teacher incorporates a wide variety of materials, and rate a midpoint if some variety is evident.

b. Materials are ready and available in sufficient quantity. Rate a 5 if all materials are ready on all occasions. Rate a 1 if the teacher continuously runs out of materials or spends a lot of time hunting them up and getting them into pupil hands.

c. The materials support instruction. The intent of this category is to differentiate the use of materials simply as time filler or to get through the period, versus their integrated use with the instructional objectives of the unit of lesson. It should be obvious to the observer

how and whether the materials support the objectives; if not, give a low rating.

d. The use of materials are accompanied by clear directions. Look for instructions given verbally by the teacher and repeated by the student, and written instruction either on the blackboard, overhead projector, on in handout form. Also, an indication of clear directions can be obtained by the ease with which students begin their use of the materials, and the frequency of questions and repeated directions issued by the teacher.

3. Presenting Information

a. The teacher has distracting mannerisms or characteristics. A distracting mannerism is some gesture, vocal quality, or behavior that causes the student to be distracted from some aspects of the lesson. The observer will have to judge whether the behavior is distracting to the students, and whether it continues to be distracting after a period of time.

b. Eye contact. Does the teacher keep his/her eyes on the class and does the teacher make the rounds of the classroom with his/her eyes? S/he should avoid watching just a few students and instead maintain visual contact throughout the lesson.

c. The teacher's presentation was clear. Questions and instructions were presented in a coherent sequence; adequate examples were provided; and skills, when taught, were appropriately demonstrated.

d. Presentation was adapted to different levels. The teacher related information to different ability levels, used a variety of approaches if the content was not initally comprehended, used appropriate vocabulary, and paced the lesson sufficiently to allow for a thorough coverage.

e. Gives or seeks rationale for the use of principles or rules. The teacher is careful to explain reasons why certain procedures, formulas, etc., are used, rather than simply presenting them to the students as the way to do it. The teacher's questions encourage analysis and reflection by the students (understanding instead of rote memorization). The teacher asks students to explain or justify their conclusions, or to give reasons or background information. The teacher explains why s/he engages in certain activities, and seeks adequate information before forming conclusions.

4. Developing Positive Attitudes, Including Attitudes Toward Self, Subject Matter, and Others

a. The teacher states desired attitudes. The teacher who receives high ratings on this characteristic will be one who frequently identifies appropriate behavior or attitudes, such as respecting other students, and valuing their contributions and opinions. Such things may be observed by lists of rules, displayed in the classroom as well as through verbal instructions given by the teacher. Lower ratings would by indicated by the absence of these characteristics as well as by rules that were framed strictly in negative terms.

b. Degree of pupil success. Students appear to be able to complete successfully the assignments and tasks the teacher gives. Discussions are participated in by more than a few pupils, and questions which the teacher asks are either answered correctly or the teacher stays with the pupil until success is achieved.

c. Lessons are related to pupil interest or backgrounds. Evidence of this characteristic can be displayed in interaction by the teacher when she makes reference to relationships between content being studied and

aspects of the students' lives or interests. Other relevant information may be obtained from bulletin boards, materials used by the teacher, or lessons in which pupil interests are clearly taken into account, such as activities in which pupils describe parents' occupations, trips they have taken, etc. Another instance of this type of behavior is when the teacher presents contributions of different groups of people, when members of those groups are present in the class.

d. Pupils are given clear expectations with regard to appropriate work standards. Evidence of this characteristic can be obtained by verbal statements on the teacher's part encouraging neatness and when students are expected to turn in materials promptly and in complete form. A reasonable amount of orderliness and attractiveness is emphasized in the finished work that students do. The observer can note whether students are expected to have all of their materials in class, to keep their materials sorted carefully and in reasonable order, whether the teacher emphasizes respect for property and the rights of others, and whether the rules that are posted communicate these standards to the students.

5. Managing Pupil Behavior

a. Amount of positive reinforcement of achievement behavior. This means actual student accomplishment. Reinforcement can include nonperfunctory teacher praise, approval, recognition, displays of good work, privileges, tokens, check marks, pats-on-the-back, etc. Rate a 1 if there is no apparent reinforcement; 2 for occasional use of reinforcement, limited to one or two types; 3 if there is moderate use of reinforcement, but at least six or seven instances per period; 4 for frequent reinforcement, up to one per every five minutes; and 5 for very frequent use of reinforcement.

b. Signals appropriate behavior. This class of behaviors refers to any activities, both verbal and otherwise, which the teacher uses to let students know that they should begin behaving in a particular manner. Teachers will move around the room and use their presence as a signal for attending or other appropriate behavior. Verbal statements which orient the students toward behaving in a particular mode are also signals. Examples of these include such phrases as: "Does everyone have their thinking caps on?" or "Let's have all eyes up front," or "I'm going to call on someone in one minute to answer this question, so everyone listen carefully," or "Let's hear what Sally has to say now." However, orders or commands to pay attention directed at inattentive students will not be considered signals or cues for appropriate behavior. In other words, if the teacher seems to be trying to get an inattentive student to pay attention by directly operating on that student, then such behavior would not be regarded as a cue or signal, but rather as reinfocing the inattentive behavior (the next rated category). The present category is reserved for those instances of teacher behavior which are designed to elicit orienting responses from the students without singling out an individual in any obvious manner.

c. Teacher reinforces inattentive behavior. Rate a 5 if there is a high amount of attending to inattentive behavior and this seems characteristic of the teacher. Rate a 1 if the teacher does not reinforce inattentive behavior. Occasional reinforcement of inattentive behavior would receive a moderate rating on the scale. "Reinforcing inattentive behavior" means any teacher action which calls attention to individual student's inattentiveness. We will consider inattentiveness to mean

visual wandering, daydreaming, covertly avoiding engagement in a lesson, or any other activity that represents pupil disengagement, but is not overtly disruptive or interfering with other students.

d. Consistency. How predictable is the teacher's response to appropriate and inappropriate behavior? What is the degree to which the teacher maintains an unvarying response pattern? Rate a 1 if the teacher is highly inconsistent. The teacher frequently allows a behavior on one occasion and then disapproves of it at another time. The teacher often allows deviations from rules and established procedures. Rate a 2 for moderate inconsistency. Rate a 3 if there is some inconsistency, perhaps limited to a single area, e.g., call outs. Rate a 4 if the teacher is usually consistent, only an occasional variation from rules and procedures of a minor nature. Rate a 5 if the teacher is highly consistent. No exceptions are permitted, unless the teacher justifies it. Approved behavior remains constant across tasks, unless provided for by rules and procedures.

e. Disruptive pupil behavior. On this scale you are to estimate the amount of disruptive behavior that occurs in the classroom. "Disruptive behavior" refers to any pupil behavior that interferes with instructional, attentional, or work activities of the teacher or two or more other students. Excluded from this definition are inattentive behaviors and behavior that involves only one or two other students, such as one student whispering, writing notes, or goofing off. However, if the behavior elicits the attention, although not necessarily the involvement of numerous other students, then it would be classified as disruptive behavior. A 5 rating would be obtained if such behavior occurs with a high degree of frequency. Use a 5 to note a situation

which is habitual and is a constant problem for the teacher and other students. A 4 would be indicated by such behavior once every five minutes. A midrange rating would be obtained if such behaviors occur with moderate frequency, such as several on the average per hour, occasionally moderately or severely disruptive. A rating of 2 would indicate a few instances per hour, almost always mild. A rating of 1 would indicate the complete absence of any such incidents. Note that "disruptive behavior" does not have to be as extreme as a knife fight. Rather it is any behavior that distracts or interferes with a significant number (more than two) of students attending to their work or the lesson.

f. Source of disruptive behavior. How many students are involved in creating disruptions in the class. Rate a 1 if a single pupil is the source, a 2 if two pupils are the source, a 3 when the source is a small group of pupils, and a 4 when many (but not half the class) are the source and there is no particular pattern. Rate a 5 when half the class or more is involved. If there is no disruptive behavior mark a line through the set of numbers.

6. Methods of Handling Disruptive Behavior

a. Disruption is stopped quickly. Whatever action the teacher takes causes the behavior to terminate without involving other students or without serious interruption to the activities in the lesson. There is an absence of ripple effect and things return to normal rapidly. A 5 indicates that disruptive behavior was always stopped quickly and a 1 indicates that the behaviors tended to persist or escalate and that the teacher was usually unsuccessful in terminating the behavior. The middle of the scale rating indicates that some behavior or some

incidents were terminated, whereas others were not or that generally the teacher is only able to terminate them after some struggle.

b. Gives rules or procedures. The high rating (5) would be obtained by a teacher who generally deals with disruptiveness by citing classroom rules that prohibit the behavior or that identify appropriate alternative behaviors. If the teacher does not use this mode, rate a 1; and if this procedure is used on some occasions, give a middle of the scale rating.

c. Teacher criticizes and/or justifies authority. This type of behavior is one in which the teacher attempts to terminate the behavior by criticizing the student for what he did. Criticism may be personal or may simply focus on the behavior. It involves more than simply citing a rule for appropriate or inappropriate behavior, however, in that the teacher is directly criticizing the student for his actions. The intent of this type of behavior is usually to put the student on the defensive. Also, the teacher may justify his/her authority in this situation by stating that the student should do it because s/he is being told to do it. Rate a 5 if a high degree or amount of this behavior is present. Rate a 1 if the teacher never uses this approach to disruptive behavior.

d. Punishes. (Other than criticism) The teacher punishes pupil behavior in order to terminate it. Punishment may involve giving demerits, taking away privileges, moving seats, isolation, or invoking some negative consequence such as requiring some task to be carried out. It may also involve requiring the students to stay after school. A rating of 5 indicates a large amount of punishment.

e. Ignores. The teacher makes no attempt to terminate the behavior. A rating of 5 indicates a high use of this category.

f. Conference. The teacher meets privately with the student or students. This may occur in the hall or in the classroom. The intent of the teacher should be judged as desiring a private contact with the pupil or pupils. Give the number of times this is observed in the period.

7. Interacting Effectively

a. Listening skills. These teacher behaviors refer to statements which the teacher makes that allow a student to continue talking about some problem or feeling. By using such statements, the teacher indicates an acceptance of the students' feelings or at least provides the opportunity to express it. Examples of such statements on the teacher's part include, "Would you like to talk more about it?" or "I'm not sure I understand; can you tell me more? " or "You seem upset (hurt, happy, sad, confused, etc.)." The teacher may also demonstrate listening skills through nonverbal behavior by her posture and orientation toward a student who exhibits some feeling or problem. The key thing to look for is whether the teacher's behavior enables the student to further identify his feeling or explain it. Rate a 5 if such behaviors seem characteristic of the teacher whenever feelings are expressed by the students. Give a midpoint rating if such behaviors seem to be used occasionally by the teacher in response to such student expressions, and rate a 1 if the teacher generally does not respond to such statements with appropriate listening skills, or if the teacher attempts to terminate such behavior or seeks to avoid it.

b. Expresses feelings. In his/her interaction with the students, the teacher states how s/he feels about certain activities or behaviors. These expressions of feeling may be both positive or negative and

may include such things as "I am happy, sad, angry, annoyed, upset, disturbed," etc. Such expressions may occur during class discussions, behavior management situations, during procedural activities, or when any aspect of student behavior or class activities is being discussed. It can be with individual students, or a group of students, or the whole class. The point here is to observe whether the teacher is overtly indicating to the students how s/he feels about various aspects of classroom activity, such as their performance, their behavior, or their relationships and interaction with each other. It is important, however, that the teacher's expression of feelings not continually place the students in a defensive or vulnerable situation. A teacher who continually reacts to inappropriate pupil behavior by telling the students how angry it makes him/her is not really expressing his/her feelings, but rather using them as a kind of battering ram to wear the students down. Appropriate use of this type of behavior is indicated when the teacher's expression of feelings appears to be a clear and direct attempt to inform the students about how s/he feels about some aspect of their behavior, work, or interaction. A teacher who overdoes the "I am angry" routine is not using this skill effectively. Rate a 5 when the teacher expresses feelings naturally and frequently, uses a midpoint for occasional expression of feeling, and a 1 for no expression of feeling or for inappropriate use of this behavior.

c. Receptive to student input. This rating is an attempt to assess the amount of degree to which the teacher allows students to influence or add to the development of the subject matter or class activities, incorporates student ideas, suggestions, or other academic contributions into his/her lessons or class discussions. One example of

being "receptive to student input" might be the following: Teacher accepts a student's suggestion or contribution and includes it in the ongoing activity by asking others to comment, or by extending what the student had said by adding other relevant information. A more extreme example might be the teacher allowing students to select academic activities and guide the content. Another example might be the teacher consulting with the class to allow them to share in decision-making or planning. Rate a 1 if the teacher rejects all or almost all students input, becomes irritated, and/or chides some students for interrupting the lesson or explanation. Rate a 5 if the teacher is very receptive to student questions during discussions, and encourages the behavior to the extent that discussions are redirected to pursue points of student interest. Students respond by involving themselves in such discussion.

d. Oriented to student needs. For this rating the observer should estimate the extent to which the teacher is open to students coming to him/her with personal problems. This will involve a judgement about the degree to which the teacher feels comfortable in a counseling role and encourages students to look upon him/her as a confidant. Rate a 1 if the class is conducted in a strict business fashion: discussions are problem centered relating to the content. Rate a 5 if the teacher actively seeks and encourages students to bring their problems to him/her, may make allowance for, or adjust work to accommodate students.

e. Nurturance of student affective skills. The extent to which teacher actually includes in the curriculum activities designed to help students express feelings or empathy. This might include (particularly in English classes) an emphasis on how certain literature characters "felt" or how students themselves might relate in certain situations. If there is no

evidence of any attempt to incorporate affective skills or content, rate a 1. Rate a 5 if the teacher takes advantage of any opportunity to encourage students to express feelings or empathize.

7. Classroom Climate

a. Task-oriented focus. Pupils and teacher work together to accomplish class goals with a task-oriented focus. In doing this rating, the observer is asked to assess the degree to which there is a cooperative spirit within the class and willingness to do class activities. Rate a 1 if many class members question the relevance of assignments, protest when assignments are made, don't do their work; this can include several instances of off-task dawdling. Rate a 3 if two or three students complain, but do the work willingly (if not joyfully). Rate a 5 if the class seems to accept assigned work as legitimate and willingly do assignments; some may ask teacher for clarification or explanation, but this is done in the spirit of getting the work done correctly. There is no off-task time wasting.

b. Encourages group cohesiveness. The teacher attempts to produce group spirit. The observer should rate the extent to which the teacher makes reference to "us" or "we" as a social group and other attempts to promote group cohesiveness. This could mean that the teacher refers to "our football team, our school, our class," etc. Rate a 1 if the teacher separates him/herself from the class and remains aloof and detached. Rate a 5 if the teacher totally identifies with the class and promotes a "we" feeling.

We would like to obtain your estimate of the teacher's reaction to all types of inappropriate behavior, not just disruptive acts. Therefore, we are adding the following scales to the Component Ratings. Inappropriate behavior will mean all types of nondisruptive behavior that are contrary to stated or implied classroom rules or standards. We will exclude disruptive behavior, since that is already covered.

Some common types of inappropriate but nondisruptive behavior might include talking out-of-turn (call outs), whispering to neighbors, passing notes, out-of-seat, reading or working on another task, tardy entry to class, failure to complete work, gum chewing, or goofing off. Of course, any of the preceding may be disruptive under some circumstances; but we want to estimate the frequency of nondisruptive inappropriate behaviors that occur, and the teacher's reactions to them.

9. Amount of inappropriate behavior. Rate a 5 if many students frequently exhibit this. For example, more than one-half of the class, several times (3+) per period. This type of problem is characteristic of the class. Rate a 3 if such behavior is emitted with some regularity by more than a few students. Rate a 1 if the behavior is only exhibited occasionally in the class. Rate 2 and 4 for in-between situations.

10. Teacher's reactions to inappropriate behavior

a. Inappropriate behavior stopped quickly.

b. Gives rules or procedures.

c. Criticizes or justifies authority.

d. Punishes.

e. Ignores.

f. Conference.

g. Desist. The teacher either tells the student to stop whatever s/he is doing. (but doesn't cite rules or procedures) or s/he uses nonverbal cues to communicate the same message; such as moving closer to the offender, making eye contact, or giving a signal, such as saying the student's name. "Desist" behavior is very matter-of-fact, nonemotional and noncritical--otherwise, it is classified as "teacher cricitizes." As with the other scales, rate a 5 if the behavior is very characteristic of the teacher; rate a 3 if it occurs with some regularity; and a 1 if it is not used or rarely used.

Please refer to the written descriptions of the above categories in the observer manual. Rate the teacher's responses to inappropriate behavior in the same manner you used the scales to rate disruptive behavior. The only change is the addition of the category "Desist."

COMPONENT RATINGS

Teacher # ____ School # ____ Subject # ____ Period # ____ Observer # ____

Date _____ Code _____ # of Students Present ____

1. Lesson Design

5 4 3 2 1 a. Describes objectives clearly

5 4 3 2 1 b. Attention spans considered

5 4 3 2 1 c. Assignments for different students

5 4 3 2 1 d. Occurrence of verbal class participation

2. Locating, Constructing, Using Materials

5 4 3 2 1 a. Uses a variety of materials

5 4 3 2 1 b. Materials ready

5 4 3 2 1 c. Materials effectively support instructions

5 4 3 2 1 d. Clear directions

3. Presenting Information

5 4 3 2 1 a. Distracting mannerisms

5 4 3 2 1 b. Eye contact

5 4 3 2 1 c. Presentation clear

5 4 3 2 1 d. Adapted to different levels

5 4 3 2 1 e. Provides/seeks rationale and analysis

4. Developing Attitudes

5 4 3 2 1 a. States desired attitudes

5 4 3 2 1 b. High degree of pupil success

5 4 3 2 1 c. Content related to pupil interest/background

5 4 3 2 1 d. Reasonable work standards

5. Managing Pupil Behavior

5 4 3 2 1 a. Amount of positive reinforcement

5 4 3 2 1 b. Signals appropriate behavior

5 4 3 2 1 c. Reinforces inattentive behavior

5. Managing Pupil Bhvr. (Cont.)

5 4 3 2 1 d. Consistency in dealing with behavior

5 4 3 2 1 e. Amount of disruptive behavior

5 4 3 2 1 f. Source of disruptive behavior

6. Methods of Handling Disruptive Behavior

5 4 3 2 1 a. Stops quickly

5 4 3 2 1 b. Gives rules and procedure

5 4 3 2 1 c. Criticizes/justifies authority

5 4 3 2 1 d. Punishes

5 4 3 2 1 e. Ignores

f. Conference

7. Interacting Effectively

5 4 3 2 1 a. Listening skills

5 4 3 2 1 b. Expresses feelings

5 4 3 2 1 c. Receptive to student input

5 4 3 2 1 d. Oriented to student needs

5 4 3 2 1 e. Nurturance of affective skills

8. Classroom Climates

5 4 3 2 1 a. Task-oriented focus

5 4 3 2 1 b. Teacher encourages group cohesiveness

5 4 3 2 1 9. Amount of inappropriate behavior

10. Teacher's reaction to inappropriate behavior

5 4 3 2 1 a. Inappropriate behavior is stopped quickly

5 4 3 2 1 b. Gives rules or procedures

5 4 3 2 1 c. Criticizes/justifies authority

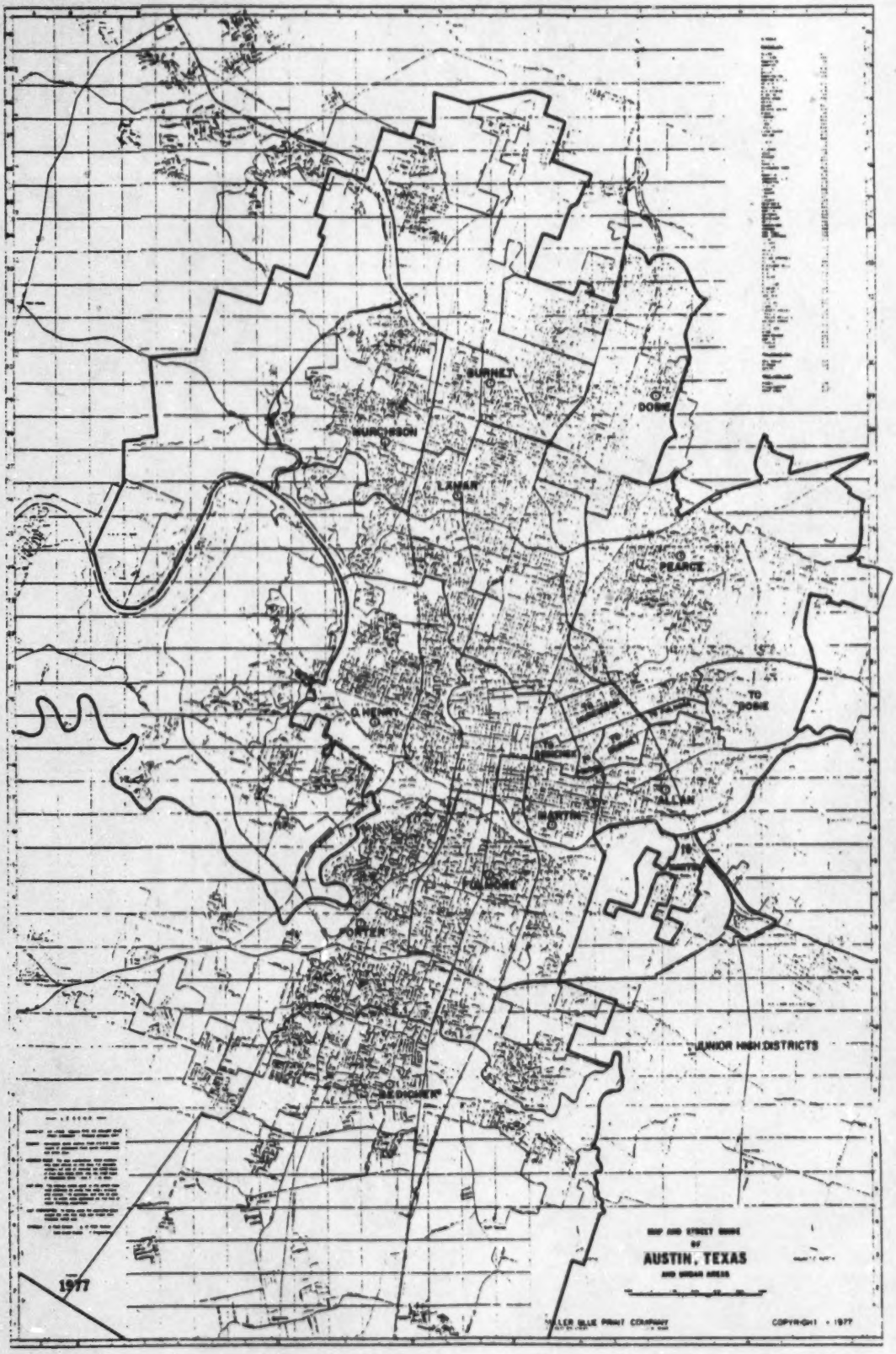
5 4 3 2 1 d. Punishes

5 4 3 2 1 e. Ignores

f. Conference

5 4 3 2 1 g. Desist

MISCELLANEOUS


BURNET
DOBIE
BURGESSON
LAMAR
PEARCE
O. HENRY
TO DOBIE
ALLAN
MARTIN
FULMORE
PORTER
BEDICHEK
JUNIOR HIGH DISTRICTS
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AISD Junior Highs

Allan Junior High 4900 Gonzales 385-3370	One block right off Airport on Shady Lane (beyond Bolm Rd where Red Ripe Produce Co. is) OR two blocks off 7th Street--Shady Lane is the first left past Springdale Rd on 7th
Bedichek Junior High 6800 Bill Hughes 444-2676	On William Cannon at South First. Halfway between Manchaca Road and IH-35. OR on IH-35 take the North Bluff exit to William Cannon
Burnet Junior High 8401 Hathaway 452-6581	Take Burnet Road to Ohlen. Turn right on Ohlen and go two blocks to Hathaway. Turn left. OR take Hwy 183 to Ohlen Rd and turn left (at Skaggs-Alberson). Hathaway is approximately the 8th street on the right
Dobie Junior High 1200 East Rundberg 836-9301	Take IH-35 north to Rundberg Lane and turn right (east) on Rundberg
Fulmore Junior High 2010 Brackenridge 442-6411	Take South Congress south to Johanna and turn left. Go two blocks to Brackenridge. OR take IH-35 south and take the East Oltorf exit. Turn right and go to South Congress. Turn right on Johanna
Lamar Junior High 6201 Wynona 459-6822	Take Burnet Road north. School is approximately two blocks north of Allandale/Koenig/FM 2222
Martin Junior High 1601 Haskell 477-9961	On IH-35 take the First Street exit. Turn left on East First. Turn right on Comal (about the fourth street). The fifth street on the left is Haskell
Murchison Junior High 3700 Northhills 345-0674	On Balcones go north and turn left on Northhills
O. Henry Junior High 2610 West 10th 477-2511	On Enfield travel west and turn left on Exposition. Take Exposition a couple of blocks to West 10th.
Pearce Junior High 6401 N. Hampton 926-7048	On IH-35 take the 290 East exit. Turn right at light before Hwy 183 (at Pizza Inn) OR Manor Road beyond the airport traveling east: Hampton is the sixth street on the left after the stop light at Rogge Lane
Porter Junior High 2206 Prather Lane 442-7073	On South Lamar go to Panther Trail and take the first left beyond Manchaca/Barton Skyway triangle.

MILEAGE CHART FOR SCHOOLS IN THE
JUNIOR HIGH CLASSROOM ORGANIZATION STUDY

School	One-Way	Round-trip
Allan	4.8	9.6
Baker	1.5	3.0
Bedichek	6.7	13.4
Burnet	6.7	13.4
Dobie	7.5	15.0
Fulmore	3.8	7.6
Kealing	2.4	4.8
Lamar	4.7	9.4
Martin	3.3	6.6
Murchison	6.5	13.0
O. Henry	3.0	6.0
Pearce	6.8	13.6
Porter	6.5	13.0
Webb	5.3	10.6
AISD Administration Bldg	4.0	8.0

MILEAGE RECORD

Observer _____

Address _____

Social Security Number _____

Date	School	One-Way or Round-Trip to R&D

AISD School Calendar

1978-79

August 28	First day of school
September 4	Labor Day holiday
October 6	End of first secondary grading period
October 25	End of first elementary grading period
October 27	Holiday: teacher duty day
November 20	End of first quarter
November 21	No classes for senior high only
November 22	Holiday: teacher duty day
November 23 & 24	Thanksgiving holidays
December 18 - January 1	Winter vacation
January 19	End of second elementary and third secondary grading period
February 28	End of second quarter (secondary)
March 1 & 2	Holidays: teacher duty days
March 23	End of third elementary grading period
March 26 - 30	Spring vacation
April 20	End of fifth secondary grading period
May 31	Last day of school